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ABSTRACT

The effectiveness of Utah's adult education (AE) program was evaluated. In September 1992, directors of 42 AE centers and 6 other sites serving adults in Utah completed questionnaires regarding AE program indicators/standards regarding administration, planning, facilities, instruction, staff development, community and public relations, evaluation, student services, and finance. In January 1993, the directors were asked to rerate those areas they had marked as needing improvement. Thirty-one completed questionnaires were returned. Additional data were obtained from eight site visits. According to the directors, their programs are generally well administered and well planned, their facilities are appropriate for AE, instruction and instructional materials are meeting most needs, staff development has improved significantly, community and public relations indicators are being met, program evaluation processes are improving, and student services are performing adequately. Among those areas cited as needing further improvement were program philosophy and operating goals, accessibility of facilities to disabled students, feedback regarding programs' effectiveness in meeting community and labor needs. (Appended are a list of AE centers contacted, the center director questionnaire, the state's present and proposed AE student questionnaires and center director's comments regarding the student questionnaire, and a report assessing testing activities.) (MN)

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An Evaluation

UTAH STATE ADULT EDUCATION EVALUATION for July 1992 to June 1993

Western Institute for Research and Evaluation

September 1993

CE066225

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UTAH STATE ADULT EDUCATION EVALUATION FOR JULY 1992 TO JUNE 1993

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September 1993

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EXECUTIVE SUMMARY

Administration

Commendations

1. There is improvement in the percent of adult education programs which have or which sense the need to have a philosophy and goals for operating the programs.

2. While little change occurred over the year in terms of the percent of adult education program administrators who have a formal organizational structure for conducting their program (apparently those who feel the need had taken steps already to meet it), improvement was noted in the percent of administrators who have current organizational charts.

3. The adult education directors generally perceive that their teachers are appropriately adult-education oriented and appropriately trained and certified.

4. The adult education programs across the state are seen by their directors as having appropriate administrative support services.

5. Directors reported their programs are generally well administered.

6. Significant progress has been made with regard to the existence and functioning of adult education advisory committees. Specifically, Standard 1.6, Indicator 1.6.2 and Indicator 1.6.3 showed statistically significant improvement. Thus, more adult advisory committees are established and hold periodic meetings (Standard 1.6); the advisory committees meet regularly and minutes are kept (1.6.2), and their advisory committees include representation from other community groups who serve non-literate adults (1.6.3).

Recommendations

1. About 20 percent of the directors indicated that their programs need to improve in meeting the standards of having a philosophy and goals to guide program operations. The USOE staff could benefit these directors by sharing examples of such statements to serve as guides for helping directors to develop their own statements.

2. There is still room for improvement for having a job description for each employee. Perhaps the programs which do not have job descriptions would benefit from seeing a sample of job descriptions from other adult education programs.

3. Almost one-third of the directors reported that their advisory committee meetings are not regularly conducted with supporting records and minutes are not available for examination. Continued emphasis on the use of advisory committees appears needed.

4. Almost one third of the directors reported that they do not meet the standard for having an advisory board membership including representation from community groups that provide various services to non-literate adults.

5. Some programs (about 1/6) express the need for additional clerical services. This need is particularly felt in those programs with several centers offering services to students. Perhaps greater cooperation between adult education and other services offered at the same site can ameliorate the clerical problem at these sites.

Planning

Commendations

1. About three-fourths of the directors indicated that their planning processes met or exceeded the standards. Significant improvement occurred in the degree to which directors had access to data describing potential students (Indicator 2.1.1)and to information regarding the specific skills and knowledge needed for successful job performance (Indicator 2.1.4).

2. Significant improvement also occurred for Indicator 2.2.1showing greater use of community needs assessment data as a basis for planning the future of the adult education programs. Changes approaching statistical significance also occurred in the degree to which programs had long-range plans (Standard 2.2) and to which the plans ensure that the target audiences will be served (Indicator 2.2.2).

3. About 80% of the directors reported that their program has identified goals, objectives, implementation activities, and expected outcomes.

4. Almost 85% of the directors reported that they had evidence their program was achieving its objectives. Significant improvement has occurred this year in disseminating program achievements to adult learners, counselors, advisors, and the community (Indicator 2.4.2).

Recommendations

1. More improvement is still needed in planning, especially planning to meet students' needs to be successful in the jobs available in their community.

2. Further improvement is needed in long-range planning and in basing future programs on a community needs assessment.

3. Further improvement is possible in tuning up the adult education program goals, objectives, measures, etc.

4. Further improvement is possible in disseminating information about program achievements to adult education students, counselors, advisors, and the community.

Facilities

Commendations

1. All directors report their program's main facility is located near the largest concentration of the target population and accessible to their adult students.

2. Almost all directors felt their facilities were appropriate for adult education.

3. Almost all directors felt that their facilities met health and safety requirements.

Recommendations

1. Almost one-fifth of the directors indicated that their facilities are not accessible to disabled students. About one fifth of the directors also indicated that public transportation is not available in all areas of their catchment area to transport students to their facilities. Equal access is a legal issue. It appears that more effort is needed in some districts to ensure equal access.

2. A few facilities lack storage space for instructional materials. This can lead to damage and loss of instructional materials. These local programs should examine their situation to determine how to provide adequate storage.

3. Those few programs with facilities that do no meet health and safety requirements should immediately take steps to correct the situation.

Instruction

Commendations

1. Directors across the state indicated that the instruction and instructional materials associated with their programs were meeting most needs.

Recommendations

1. A fifth of the directors indicated they did not have adequate materials to instruct disabled students. Perhaps the state could collect appropriate materials and lend them out to smaller Adult Education programs as the need arises.

Staff Development

Commendations

1. The improvement this year compared to last year for this standard and three indicators associated with planning for program and staff development is heartening. We congratulate those directors who have made changes to implement plans for staff and program improvement.

2. Consistent improvement also occurred across the standard and indicators related to staff development activities. While some of the individual changes reached substantial significance, the overall pattern of improvement in every indicator in terms of the percent of program directors who indicated their programs needed improvement is very impressive.

Recommendations

1. With so many standards and indicators perceived by the adult education directors as needing improvement in the important areas of program and staff development, it is clear that this is an area needing attention. The state office is a critical resource in providing the needed staff development opportunities. The implementation, as planned, of staff development activities on a regional basis will help greatly. Careful coordination with the directors in each region to identify what is needed and when most teachers can attend should increase the value of these activities.

Community and Public Relations

Commendations

1. Most directors generally reported that the standard and indicators in this area are being met for all sizes of programs with most of the responses for needing improvement coming from directors of rural programs.

Recommendation

1. Those areas of concern include promoting adult education by participating as a speaker in pubic-centered activities, using student data to ascertain which student populations areas are being reached, and coordinating Adult Education with other programs.

Evaluation

Commendations

1. Considerable improvement occurred in the percent of directors who indicated that their program met the standard and indicators associated with the evaluation of program effectiveness.

2. The directors of adult education programs responded that their instruments were appropriately assessing student learning. This is a central element in their programs.

Recommendations

1. Even though progress was made last year, the directors' responses still show that data collection from various sources to support program evaluation generally does not occur for many adult education programs. This may be a vulnerable aspect of the overall adult education program, compromising its present and future ability to compete for limited funds. The collection of convincing data in these areas may be beyond the resources of individual programs, and may be best handled by a statewide effort at some future date.

2. Further improvement is also needed in obtaining feedback for other groups regarding their Adult Education programs, especially feedback regarding how well programs meet community and labor needs.

Student Services

Commendations

1. Student services are generally perceived by the directors as performing adequately with only four of 13 standards and indicators marked by 10 percent or more of the directors as needing improvement.

Recommendations

1. There are minor concerns about four indicators. Indicator 8.1.5, which deals with diagnostic and assessment testing for students with limited English and non-English speaking skills, once again raises the issue of how well the Adult Education enterprise in the state meets the needs of students that are atypical. Indicator 8.1.1 shows that some programs (9.7 percent) may not be using placement tests to initially place their students in appropriate classes or materials. Indicator 8.1.4 raises the concern that some programs (12.9 percent) do not provide students the opportunity of demonstrating their proficiency by competency testing. Some programs (12 percent) do not provide information about child care services. Each of the concerns could and should be addressed at the program level, if they apply to a given program.

Finance

Commendation

1. Finances are generally seen as adequate and properly managed by adult educators.

DIRECTORS' RESPONSES TO PROGRAMMATIC CRITERIA

INTRODUCTION

The evaluation of the Adult Education programs in the State of Utah began in September 1992 and was conducted by Adrian Van Mondfrans and Kim Thayn. The main evaluation instrument was the Center Director Questionnaire which was unchanged from last year.

The Center Director Questionnaires were mailed in January 1993 to 42 Adult Education Centers and six other sites serving adults. A list of centers who received the questionnaire is located in Appendix A at the end of this report. Each center received the Center Director Questionnaire. Center directors who completed the questionnaire last year were given a copy of their 1992 completed questionnaire and asked to re-rate those areas they marked last year as needing improvement. Those who had not completed the questionnaire last year were asked to indicate the extent to which his or her program met, or did not meet, the indicators and standards in the following areas: Administration, Planning, Facilities, Instruction, Staff Development, Community and Public Relations, Evaluation, Student Services, and Finance. Each director received two versions of the student questionnaire. The directors were asked to comment on the questions they felt would yield helpful information in future evaluations. Thirty-one centers returned the Center Director Questionnaire.

Eight site visits were conducted this year by the two project co-directors. The sites differed in their stages of development, locations, and sizes. Sites also differed in the number of Adult Education staff. It is unfair and unproductive to compare these programs. The summaries at the end of each section will characterize the main findings across all sites and note where comparisons are productive.

A copy of the Center Director Questionnaire is located in Appendix B at the end of this report. There are many tables in this report. Each cell in the tables contains two numbers. The top number in each cell is the percentage of center directors who indicated their level of compliance with the standard or indicator for 1993. The bottom number in each cell is the percentage of center directors who indicated their level of compliance with the standard or indicator for 1992.

Each section of this report, presents the results of The Center Director Questionnaire. Each section has basically the same structure. The nine areas addressed by the questionnaire are the titles of each section. These nine areas are: Administration, Planning, Facilities, Instruction, Staff Development, Community and Public Relations, Evaluation, Student Services, and Finance. An introductory statement will characterize the data within each section describing the reasons why such data might be important to consider and the overall pattern of data collection. This data shows the areas where adult education programs are generally functioning well or where there are self-perceived problems. The data will be presented, item by item, to show specific aspects of the responses. Finally, a summary of the section will be included which will outline commendations and recommendations to facilitate understanding and administrative decision making.

To conform with the Federal Government terminology, this report will use the term "standard" to refer to the main breakdowns, it will replace the term element. Also the term "indicator" will replace the term standard as it appears on the Center Director Questionnaire to refer to the subheadings under the main breakdowns.

Under each of the nine areas in this report there are standards and indicators. Compliance with the standards and indicators would constitute an ideal program.

ADMINISTRATION

Introduction. In this section, six standards were presented with two to four indicators under each standard for a total of twenty-one statements to which center directors responded. Eleven of these statements were responded to by ten percent or more of the center directors as needing improvement. The two standards which show the greatest need for improvement are: "The Adult Education program has a philosophy and goals for guiding program operations" and "An Adult Education advisory committee has been established and periodic meetings are conducted."

The assumption underlying the standards in this section is that better organization, including identified goals, give direction to the likelihood that programs will continue to improve to meet the needs of the students. Approximately one-third of responding directors indicated they do not have organizational charts clarifying the roles and relationships of the staff. In our judgment, the larger centers would benefit from developing these administrative aids. In general, site visits to different programs showed that larger sites do have these administrative aids in place. Some smaller centers do not have organizational charts, and are not needed because only a few people work at the center.

Respondents indicated that the function of Adult Education advisory committees may need improvement and this concern is heightened when it is noted that nearly one-third of the respondents indicated their advisory committees did not meet regularly or keep minutes. This was an improvement from nearly one-half who reported these weaknesses last year.

One fourth of the respondents indicated that their programs may need to improve in the area of considering and implementing recommendations made by their advisory committee. If an issue is important enough to discuss and recommendations made, consideration of these recommendations is warranted.

Standard 1.1 Philosophy and Goals

	STANDARDS and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 1.1	**The adult education program has a philosophy and goals for guiding program operations.**	3.7 9.7	70.4 67.7	14.8 19.4	- -	11.1 3.2
Indicator 1.1.1	Students, teachers, and administrators were involved in the development of the program's philosophy and goals.	- 3.2	85.2 80.6	11.1 12.9	3.7 3.2	- -
Indicator 1.1.2	The conduct of the program is consistent with philosophy and goals.	3.7 9.7	92.6 83.9	3.7 6.5	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

More than 75 percent of center directors indicated they had a program philosophy statement and goals that existed for guiding program operations (Standard 1.1). About 20 percent indicated that they felt they needed to improve in meeting this standard. There is some improvement in the overall pattern with some directors sensing the need for having a philosophy and goal statement while some who didn't respond last year now understanding they need to improve.

Over 84 percent of the directors stated that they met or exceeded Indicator 1.1.1. A few urban and rural center directors stated that they needed to improve.

One rural director did not feel this indicator applied to their program and four directors indicated their programs needed to improve.

About 93 percent of the directors reported they met or exceeded the indicator 1.1.2; two rural directors implied their programs needed to improve.

Standard 1.2 Organizational Structure

	STANDARD AND INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 1.2	**The adult education administrator has a formal organizational structure for conducting the program.**	3.7 6.5	81.5 74.2	3.7 6.5	3.7 6.5	- 6.5
Indicator 1.2.1	The administrator has a current chart depicting organizational structure and relationships among staff members, and staff members have copies of the chart.	3.7 6.5	51.9 61.3	25.9 9.7	18.5 22.6	- -
Indicator 1.2.2	A description of the duties and responsibilities of each adult education staff member is available.	3.7 9.7	66.7 64.5	22.2 16.1	7.4 9.7	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Approximately 80 percent of the directors indicated they met or exceeded the indicators for Standard 1.2. Thus, most adult education programs are seen by their directors as having organizational structure for their program. Two rural directors indicated they needed to improve. Two other rural directors indicated the standard was not applicable to their situation.

Of those responding to Indicator 1.2.1, more than 67 percent of the directors indicated their programs met or exceeded the indicator. Approximately one-fourth of the directors from all sizes of programs reported they need to improve on this indicator. These programs do not have formal organizational charts. Some rural and suburban directors did not feel this indicator was applicable to them. This is understandable since these centers have very few people working in their Adult Education Program.

About 74 percent of the center directors responded to Indicator 1.2.2 indicating that job descriptions existed in their center. The remaining 26 percent indicated that either their center needed to improve in this area (16 percent) or that it was not applicable (10 percent). Since job descriptions augment organizational charts by showing specific tasks to be performed by each employee, this ensures that all necessary tasks are attended to. Great pressure was felt by directors of small programs to accomplish all that is needed.

Standard 1.3 Staff Qualification and Duties

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 1.3	**The qualifications and duties of staff are adult educational oriented.**	7.4 12.9	63.0 67.7	3.7 3.2	- 3.2	25.9 12.9
Indicator 1.3.1	Staff have received training and/or certification in the area in which they teach.	14.8 16.1	77.8 74.2	3.7 3.2	3.7 6.5	- -
Indicator 1.3.2	The duties of program staff are primarily limited to adult educational activities.	7.4 9.7	70.4 71.0	3.7 9.7	14.8 9.7	3.7 -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Most directors indicated their staff was appropriately trained, showing general conformance in this standard. Some rural directors responded that their programs needed to improve in meeting the indicators for this standard, or the indicators were not applicable to their programs. Since most of the Adult Education teachers are regular education teacher during the school day, they are certified as elementary or secondary education teachers. The state does not offer an adult education certificate.

Standard 1.4 Administrative Support Services

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 1.4	**An appropriate level of administrative support services are provided by the institution.**	7.4 19.4	66.7 67.6	11.1 -	- -	14.8 12.9
Indicator 1.4.1	Clerical support is available for program usage.	14.8 16.1	74.1 64.5	7.4 16.1	3.7 3.2	- -
Indicator 1.4.2	Support staff serves instructional, administrative, and student needs.	11.1 16.1	77.8 74.2	3.7 6.5	3.7 3.2	3.7 -
Indicator 1.4.3	Commitment to serving students deficient in basic skills is a goal of the organization's governing board and administration.	7.4 16.1	88.9 83.9	3.7 -	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

About 87 percent of the directors reported they met or exceeded the indicator for Standard 1.4. Directors generally felt that their program had an adequate level of support services. However, of those that responded to Indicator 1.4.1, five directors indicated their programs needed to improve clerical support; and one rural director indicated that this indicator was not applicable. Small programs have had a hard time providing adequate clerical support for directors. Some large programs, located in several different sites, have also had difficulty providing adequate clerical support across their several centers.

Standard 1.5 Management Practices

	STANDARDS and INDICATORS	**Exceed**	**Meet**	**Improve**	**NA**	**Missing**
Standard 1.5	**The program utilizes effective management practices.**	7.4 16.1	70.4 71.0	- -	- -	22.2 12.9
Indicator 1.5.1	Criteria for employing program personnel are available upon request.	3.7 9.7	77.8 71.0	11.1 6.5	7.4 9.7	- 3.2
Indicator 1.5.2	Fiscal management practices are consistent with the state plan and program goals, the Adult Education Act, and its rules and regulations.	7.4 12.9	92.6 87.1	- -	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

All directors who responded to Standard 1.5 indicated their programs utilized effective management practices. Criteria exist in most centers for employing new personnel, although one rural director and one suburban director reported that their programs need to improve on this indicator (1.5.1) and one rural director felt this indicator was not applicable to their program.

All center directors indicated that they met or exceeded Indicator 1.5.2 which asked about fiscal management practices. These programs appeared to meet this standard as a result of audits that the state conducts on a periodic basis. This raises an interesting possibility that other indicators would be met to a greater extent if the state conducted audits for other standards.

Standard 1.6 Advisory Committees

	STANDARDS and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 1.6	**An adult education advisory committee has been established and periodic meetings are conducted.**	- 3.2	51.9 67.7	25.9 22.6	3.7 3.2	18.5 3.2
Indicator 1.6.1	A list of advisory committee members and their affiliations is available.	- 3.2	70.4 74.2	11.1 12.9	11.1 9.7	7.4 -
Indicator 1.6.2	Advisory committee meetings are regularly conducted with supporting records and minutes available for examination.	- -	44.4 64.5	48.1 29.0	7.4 6.5	- -
Indicator 1.6.3	Advisory board membership includes representation from community groups that provide various services to non-literate adults.	- -	51.9 64.5	40.7 22.6	7.4 12.9	- -
Indicator 1.6.4	Recommendations of Advisory Committee are carefully considered and are implemented when appropriate.	3.7 6.5	63.0 67.7	25.9 19.4	7.4 6.5	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

About 23 percent of the directors indicated a need to improve in the area of establishing an advisory committee that holds periodic meetings (Standard 1.6). These directors were from both suburban and rural programs. One rural director also indicated that this Standard does not apply to their center.

Significant improvements for Standard 1.6 ($p<.04$), Indicator 1.6.2 ($p<.02$), and Indicator 1.6.3 ($p<.04$) were reported for those programs whose directors responded both last year and this year. Earlier evaluations showed that improvement was needed in the utilization of advisory committees. These data showed that significant improvement has occurred across the state since a systematic evaluation of this standard began. Further improvement is still needed for all the indicators under Standard 1.6. For example, about 23 percent of the directors (from all sizes of programs) indicated they need to improve on Indicator 1.6.3 (Advisory board membership includes a number of representatives from other agencies serving non-literate adults).

Similarly, some directors from suburban and rural programs indicated they need to improve in using recommendations of an Advisory Committee when appropriate (Indicator 1.6.4).

Summary

Commendations

1. There is improvement in the percent of adult education programs which have or which sense the need to have a philosophy and goals for operating the programs.

2. While little change occurred over the year in terms of the percent of adult education program administrators who have a formal organizational structure for conducting their program (apparently those who feel the need had taken steps already to meet it), improvement was noted in the percent of administrators who have current organizational charts.

3. The adult education directors generally perceive that their teachers are appropriately adult-education oriented and appropriately trained and certified.

4. The adult education programs across the state are seen by their directors as having appropriate administrative support services.

5. Directors reported their programs are generally well administered.

6. Significant progress has been made with regard to the existence and functioning of adult education advisory committees. Specifically, Standard 1.6, Indicator 1.6.2 and Indicator 1.6.3 showed statistically significant improvement. Thus, more adult advisory committees are established and hold periodic meetings (Standard 1.6); the advisory committees meet regularly and minutes are kept (1.6.2), and their advisory committees include representation from other community groups who serve non-literate adults (1.6.3).

Recommendations

1. About 20 percent of the directors indicated that their programs need to improve in meeting the standards of having a philosophy and goals to guide program operations. The USOE staff could benefit these directors by sharing examples of such statements to serve as guides for helping directors to develop their own statements.

2. There is still room for improvement for having a job description for each employee. Perhaps the programs which do not have job descriptions would benefit from seeing a sample of job descriptions from other adult education programs.

3. Almost one-third of the directors reported that their advisory committee meetings are not regularly conducted with supporting records and minutes are not available for examination. Continued emphasis on the use of advisory committees appears needed.

4. Almost one third of the directors reported that they do not meet the standard for having an advisory board membership including representation from community groups that provide various services to non-literate adults.

5. Some programs (about 1/6) express the need for additional clerical services. This need is particularly felt in those programs with several centers offering services to students. Perhaps greater cooperation between adult education and other services offered at the same site can ameliorate the clerical problem at these other sites.

PLANNING

Introduction. The four planning standards included sixteen indicators. Directors were asked to respond to each. Ten percent or more of the directors indicated their programs needed to improve on thirteen of the sixteen indicators. Planning appears to be underemphasized and/or underdeveloped in many programs.

The first standard had five indicators that addressed issues using demographic data for program planning. Six to 16 percent of all center directors indicated they need to improve their use of this data for planning. This low percentage shows a major improvement from last year.

Standard two consists of two indicators. From 16 to 32 percent of the directors indicated that improvement is needed on these indicators. Program directors indicated they need to review and revise their long range plans for Adult Education.

The third standard addresses the use of goals, objectives, and so on as a means of describing and controlling the programs within each center. From 10 percent to 16 percent of the center directors expressed they need to improve on five of the six indicators under this standard. This appears to be an area where encouragement to meet this standard will be important although improvements seem to have been made over last year. Confusion and lack of direction may result when goals and objectives are not clearly set. New programs and classes do not, indeed cannot, follow according "to plan" when goals are lacking.

The fourth standard in this section addresses the use and availability of achievement data for program planning. About 16 percent of the respondents indicated they need to improve in disseminating data about their programs and their accomplishments to others.

Standard 2.1 Program Planning

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 2.1	**Program administrator utilizes current community-wide demographic analyses for program planning.**	- 6.5	55.6 67.7	22.2 9.7	3.7 3.2	18.5 12.9
Indicator 2.1.1	Information is available pertaining to the potential number of students, age groupings, sex, and ethnicity.	3.7 6.5	66.7 83.9	22.2 6.5	3.7 3.2	3.7 -
Indicator 2.1.2	Information is compiled and made available concerning other adult education programs in the community.	3.7 6.5	63.0 67.7	22.2 9.7	11.1 16.1	- -
Indicator 2.1.3	Information relating to school dropouts and program leavers is utilized in planning or coordinating program activities.	3.7 12.9	74.1 74.2	18.5 9.7	3.7 3.2	- -
Indicator 2.1.4	Information about the specific skills and knowledge needed for successful performance in the job presently available or needed for the future is disseminated to program staff and participants.	3.7 9.7	48.1 64.5	37.0 16.1	11.1 9.7	- -
Indicator 2.1.5	Information from community and labor leaders is used in planning programs.	3.7 12.9	63.0 58.1	29.6 22.6	3.7 6.5	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

The directors reported different levels of compliance with the indicators for this standard. However, for each indicator six percent to 16 percent of the directors indicated a need to improve. This included directors from all sizes of programs. A few rural program directors indicated that some of the indicators were not applicable to their programs. Planning appears to be an area needing general attention. There are statistically significant differences (improvement) in answers for Indicators 2.1.1 ($p < .02$) and 2.1.4 ($p < .02$) for those programs reporting both last year and this year. Clearly, the administrators of these programs reporting both years perceive that their programs have shown improvement in planning. Still, further improvement is needed, particularly in strengthening the relationship between adult education and business.

Standard 2.2 Long Range Planning

	STANDARD and INDICATORS	**Exceed**	**Meet**	**Improve**	**NA**	**Missing**
Standard 2.2	**A long-range plan for adult education in the community has been developed and is reviewed and revised on a regular basis.**	**3.7 6.5**	**40.7 58.1**	**44.4 22.6**	**3.7 9.7**	**7.4 3.2**
Indicator 2.2.1	A community needs assessment is used to provide a basis for the future direction of the program.	3.7 6.5	40.7 54.8	51.9 32.3	3.7 3.2	- 3.2
Indicator 2.2.2	The plan ensures the target population will be served in the present as well as in future program operations.	3.7 6.5	59.3 64.5	29.6 16.1	7.4 6.5	- 6.5

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Although considerable progress has been made last year to this year, program directors from all sizes of programs still indicated their programs needed to improve in long-range planning. Some rural directors indicated these Indicators do not apply to their programs. This is a specific planning issue that continues to need attention.

There is a statistically significant difference (improvement) in the number of directors indicating they met Indicator 2.2.1 (p.<.04) for this year compared to last year. Standard 2.2 and Indicator 2.2.2 also show relatively large changes in a positive direction, although they are not statistically significant.

Standard 2.3 Plan for Goals, Objectives, and Outcomes

	STANDARD and INDICATORS	**Exceed**	**Meet**	**Improve**	**NA**	**Missing**
Standard 2.3	**The adult education program has developed a plan which identifies goals, objectives, implementation activities, and expected outcomes.**	3.7 6.5	74.1 74.2	11.1 9.7	- -	11.1 9.7
Indicator 2.3.1	The program plan is consistent with the identified philosophy.	3.7 6.5	88.9 83.9	7.4 9.7	- -	- -
Indicator 2.3.2	All programs have an accountability system involving indicators which determine expected achievement.	3.7 12.9	81.5 77.4	14.8 9.7	- -	- -
Indicator 2.3.3	Objective statements describe measurable outcomes (i.e. products, program changes, student accomplishments.)	3.7 6.5	70.4 80.6	25.9 12.9	- -	- -

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Indicator 2.3.4	The goals and objectives of the adult education program have been disseminated to staff.	3.7 9.7	70.4 74.2	22.2 12.9	3.7 3.2	- -
Indicator 2.3.5	Staff meetings are conducted with staff and faculty to provide information and discuss program issues relating to program goals and objectives.	7.4 12.9	70.4 61.3	11.1 16.1	11.1 9.7	- -
Indicator 2.3.6	Program plan ensures educational access to the least-educated, most-in-need as defined in the adult education rules and regulations.	3.7 6.5	88.9 90.3	7.4 3.2	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

There are six indicators under Standard 2.3, which addresses whether adult education programs have a plan with goals, objectives, implementation activities and expected outcomes. Although for each, the standard and the six indicators, most (80 percent or more) directors indicated they met or exceeded the standard or indicator. Ten percent or more of the directors marked that their programs needed improvement on the standard and five of the six indicators. This is similar to last year, with little or no improvement occurring on these issues.

There is a significant difference between the answers of center directors from urban and rural areas on Indicator 2.3.5. This difference appears to be mostly a function of rural program directors either feeling that the indicator is not applicable to their program or that they do not have staff meetings in which they discuss program goals and objectives.

Standard 2.4 Achieving Objectives

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 2.4	**There is evidence that the program is achieving objectives.**	3.7 9.7	74.1 74.2	11.1 3.2	- -	11.1 12.9
Indicator 2.4.1	Achievement data are used to improve decision-making.	7.4 9.7	66.7 77.4	22.2 9.7	3.7 3.2	- -
Indicator 2.4.2	Program achievements are disseminated to adult learners, counselors, advisors, and the community.	- -	55.6 77.4	37.0 16.1	7.4 6.5	- -
Indicator 2.4.3	The administrator reviews program achievements with higher level administrators.	11.1 12.9	81.5 80.6	3.7 3.2	3.7 3.2	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 84 percent of the directors indicated their programs meet or exceed the intent of Standard 2.4. For the indicators in this section, some suburban and rural program directors felt their programs needed to improve while others felt the indicators are not applicable to their situations.

There is a statistically significant difference (improvement) on Indicator 2.4.2 (p.<.04) from last year to this year. Fewer directors indicated this year that their program needed improvement in disseminating program achievements. Indicator 2.4.1 also shows some improvement, although the improvement was not statistically significant.

Summary

Commendations

1. About three-fourths of the directors indicated that their planning processes met or exceeded the standards. Significant improvement occurred in the degree to which directors had access to data describing potential students (Indicator 2.1.1) and to information regarding the specific skills and knowledge needed for successful job performance (Indicator 2.1.4).

2. Significant improvement also occurred for Indicator 2.2.1 showing greater use of community needs assessment data as a basis for planning the future of the adult education programs. Changes approaching statistical significance also occurred in the degree to which programs had long-range plans (Standard 2.2) and to which the plans ensure that the target audiences will be served (Indicator 2.2.2).

3. About 80% of the directors reported that their program has identified goals, objectives, implementation activities, and expected outcomes.

4. Almost 85% of the directors reported that they had evidence their program was achieving its objectives. Significant improvement has occurred this year in disseminating program achievements to adult learners, counselors, advisors, and the community (Indicator 2.4.2).

Recommendations

1. More improvement is still needed in planning, especially planning to meet students' needs to be successful in the jobs available in their community.

2. Further improvement is needed in long-range planning and in basing future programs on a community needs assessment.

3. Further improvement is possible in tuning up adult education program goals, objectives, measures, etc.

4. Further improvement is possible in disseminating information about program achievements to adult education students, counselors, advisors, and the community.

FACILITIES

Introduction. Program facilities vary from functional, new buildings to inadequate, old, and even dangerous buildings. Some arrangements are adequate; others leave a lot to be desired. Of the three standards and twelve indicators in this area only four indicators were viewed by ten percent or more of the directors as needing improvement.

Standard 3.1 Accessible Facilities

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 3.1	**Instructional facilities are accessible to adult students.**	14.8 19.4	70.4 64.5	- -	- -	14.8 16.1
Indicator 3.1.1	The program's main facility is located near the largest concentrations of the target population.	22.2 32.3	77.8 67.7	- -	- -	- -
Indicator 3.1.2	Outreach programs serve students in areas with smaller concentrations of the target population.	14.8 22.6	66.7 45.2	- 12.9	18.5 19.4	- -
Indicator 3.1.3	Facilities are accessible for disabled and physically disabled students.	7.4 16.1	66.7 64.5	25.9 19.4	- -	- -
Indicator 3.1.4	Efforts are made to facilitate transportation in areas not served by public transportation.	- 3.2	48.1 41.9	14.8 19.4	33.3 32.3	3.7 3.2

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

All center directors indicated their programs meet or exceed the indicator for Standard 3.1. Some rural and suburban center directors indicated Indicator 3.1.2 and 3.14 did not apply to their situation. Those directors who indicated their programs needed improvement in Indicators 3.1.2, 3.1.3 and 3.1.4 were mostly from rural areas. There were no significant changes from last year.

Standard 3.2 Appropriate Facilities

	STANDARD and INDICATORS	**Exceed**	**Meet**	**Improve**	**NA**	**Missing**
Standard 3.2	**Facilities are appropriate for adult education instruction.**	**7.4** **16.1**	**74.1** **71.0**	**3.7** **-**	**-** **-**	**14.8** **12.9**
Indicator 3.2.1	Space is available for intake, processing, and counseling.	7.4 12.9	88.9 80.6	- 3.2	3.7 3.2	- -
Indicator 3.2.2	Adequate space is available for group and individual instruction.	7.4 12.9	88.9 80.6	3.7 3.2	- 3.2	- -
Indicator 3.2.3	Work space is available for staff.	7.4 12.9	81.5 77.4	7.4 6.5	3.7 3.2	- -
Indicator 3.2.4	Adequate storage space is available for instructional supplies and equipment.	7.4 12.9	77.8 74.2	11.1 9.7	3.7 3.2	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Center directors felt their programs meet or exceed the Standard and Indicators for facilities. They felt that their facilities were appropriate overall. A few rural directors felt some of the indicators in this area were not applicable to their situations. Two rural directors felt their programs needed to improve in Indicator 3.2.1 and Indicator 3.2.2.

Some directors in both urban and suburban centers felt their programs needed to improve in Indicator 3.2.4. Adequate space for storing teaching materials is a problem for some centers.

Standard 3.3 Health and Safety Requirements for Facilities

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 3.3	**Instructional facilities meet safety and health requirements.**	7.4 12.9	74.1 74.2	- -	- -	18.5 12.9
Indicator 3.3.1	Physical environment is conducive to safety and health.	7.4 12.9	92.6 87.1	- -	- -	- -
Indicator 3.3.2	Classroom furnishings and equipment are conducive to health, safety, and learning.	11.1 19.4	88.9 77.4	- 3.2	- -	- -
Indicator 3.3.3	Adequate lighting, ventilation, and temperature controls are found in classrooms and building.	11.1 19.4	85.2 77.4	3.7 3.2	- -	- -
Indicator 3.3.4	Restroom facilities for men and women are adequate and located reasonably close to the classroom area and have access for disabled students.	7.4 16.1	81.5 74.2	11.1 6.5	- 3.2	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Most center directors felt their programs meet safety and health requirements (Standard 3.3). One rural center director felt that classroom furnishings and equipment were not conducive to health, safety, and learning. One urban center director felt that their adult education facilities did not have adequate lighting, ventilation, and temperature controls (Indicator 3.3.3). Some suburban and rural directors indicated their restroom facilities for men and women need improvement (Indicator 3.3.4). (The site visit data should also be read with these Indicators in mind. At least one program visited was housed in facilities which do not meet the indicators.)

Summary

Commendations

1. All directors report their program's main facility is located near the largest concentration of the target population and accessible to their adult students.

2. Almost all directors felt their facilities were appropriate for adult education.

3. Almost all directors felt that their facilities met health and safety requirements.

Recommendations

1. Almost one-fifth of the directors indicated that their facilities are not accessible to disabled students. About one fifth of the directors also indicated that public transportation is not available in all areas of their catchment area to transport students to their facilities. Equal access is a legal issue. It appears that more effort is needed in some districts to ensure equal access.

2. A few facilities lack storage space for instructional materials. This leads to damage and loss. These local programs should examine their situation to determine how to provide adequate storage.

3. Those few programs with facilities that do no meet health and safety requirements should immediately take steps to correct the situation.

INSTRUCTION

Introduction. Instruction is fundamental to Adult Education. Directors found their programs to be basically sound in respect to level, type, and means of instruction. There are four standards and twelve indicators in this area. On only one of the twelve indicators did more than ten percent of the directors report that they felt their programs needed improvement. This was fewer than last year. The indicator with the highest level of felt need for improvement concernd having special instructional materials to accommodate disabled students. When combined with the information about the accessibility of facilities to disabled students there is an increased level of concern about the ability of some Adult Education centers to meet the needs of disabled students.

Standard 4.1 Basic Skills Instruction

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 4.1	**Basic student instruction is provided through a number of educational components.**	**3.7** **12.9**	**66.7** **71.0**	**-** **-**	**-** **3.2**	**29.6** **12.9**
Indicator 4.1.1	Instruction in basic skills (i.e., reading, writing, computation, problem solving, etc.) is provided.	11.1 19.4	88.9 80.6	- -	- -	- -
Indicator 4.1.2	Instruction in life-coping skills (i.e, consumer economics, occupational knowledge, health, community resources, government and law, etc.) is available.	7.4 12.9	81.5 83.9	11.1 3.2	- -	- -
Indicator 4.1.3	Instruction in English as a Second Language (including preliterate ESL) is provided to students in need.	11.1 9.7	74.1 77.4	7.4 3.2	7.4 9.7	- -
Indicator 4.1.4	Instruction assures that students can apply basic skills in meaningful ways.	7.4 12.9	88.9 87.1	3.7 -	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

More than 80 percent of the directors indicated their programs provide basic instruction through a number of educational components (Standard 4.1). One rural director felt his/her program needed to improve in instruction in life-coping skills (Indicator 4.1.2). One program director in a rural area felt instruction in English as a second language needed to improve, while others felt this Indicator was not applicable to their programs (Indicator 4.1.3).

There was a significant difference between the answers of directors from suburban and rural programs on Indicator 4.1.2 and 4.1.4. Generally, suburban directors saw their programs as meeting or exceeding these indicators to a greater degree than rural directors.

Standard 4.2 Methods of Instruction

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 4.2	**A variety of methods of instruction are available to help students achieve their goals.**	11.1 19.5	70.4 74.2	- -	- -	18.56. 5
Indicator 4.2.1	Individualized and group instruction are available.	11.1 16.1	77.8 67.7	- 3.2	7.4 9.7	3.7 3.2
Indicator 4.2.2	A variety of audiovisual aids are used when appropriate to the instruction.	14.8 19.4	81.5 77.4	3.7 3.2	- -	- -
Indicator 4.2.3	Computer-assisted instruction is available.	14.8 32.6	81.5 77.4	3.7 -	- -	- -
Indicator 4.2.4	Tutoring is available to students who need it.	7.4 16.1	85.2 83.9	7.4 -	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Overall, directors reported they meet the intent of Standard 4.2. One rural director indicated his/her program needs improvement in available individualized and group instruction. Other suburban and rural directors indicated this was not applicable (Indicator 4.2.1). There was a significant difference between the answers of center directors from suburban and rural areas on Indicator 4.2.2. Suburban directors tend to see their programs as meeting or exceeding this indicator more than rural directors.

Standard 4.3 Instructional Materials

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 4.3	**Instructional materials are available to meet individual student needs.**	7.4 12.9	63.0 74.2	3.7 3.2	- -	25.9 9.7
Indicator 4.3.1	A wide variety of instructional materials are available in sufficient quantity for all students.	3.7 12.9	88.9 80.6	7.4 6.5	- -	- -
Indicator 4.3.2	Instructional materials are available to meet the needs of students at all program levels.	7.4 16.1	81.5 77.4	11.1 6.5	- -	- -
Indicator 4.3.3	Instructional materials are up-to-date, free of sex and cultural bias, and bilingual/bicultural, if necessary.	7.4 12.9	77.8 83.9	14.8 -	- -	- -
Indicator 4.3.4	Special materials are available for disabled students when required.	7.4 9.7	66.7 67.7	22.2 19.4	3.7 3.2	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 87 percent of the directors indicated instructional materials are available to meet individual student needs. A few directors indicated their programs need to improve (Standard 4.3).

A few rural and suburban center directors reported that their programs need to improve in the variety and quantity of instructional materials available to students (Indicators 4.3.1 and 4.3.2) .

About a fifth of the directors of rural, urban, and suburban centers indicated they need to increase their collection of special materials for disabled students. One director of a rural center felt this indicator was not applicable to their circumstances.

Summary

Commendations

1. Directors across the state indicated that the instruction and instructional materials associated with their programs were meeting most needs.

Recommendations

1. A fifth of the directors indicated they did not have adequate materials to instruct disabled students. Perhaps the state could collect appropriate materials and lend them out to smaller Adult Education programs as the need arises.

STAFF DEVELOPMENT

Introduction. The level and appropriateness of the training and experience of new hires is controlled at the time of employment. The continued improvement of skills and knowledge to better meet the needs of adult education students, is provided in staff development activities based on a clear understanding of what the teachers need. The relatively large number of items answered by ten percent or more of the respondents as needing improvement within this general area suggests that this is an area of concern.

There are thirteen indicators under two standards in this section of the Center Director's Questionnaire. Of these thirteen indicators, nine were marked as needing improvement by ten percent or more of the directors. Three were marked as needing improvement by one-fifth or more of the directors. Two of these are: Indicator 5.2.10 (23 percent)--"Teachers are trained to effectively serve adults who are illiterate, have learning disabilities, or read below a fifth grade level", and Indicator 5.1.2 (32 percent)--"A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities."

Standard 5.1 Plan for Program and Staff Development

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 5.1	**There is a plan for program and staff development.**	7.4 12.9	51.9 64.5	25.9 9.7	3.7 3.2	11.1 9.7
Indicator 5.1.1	The findings of program evaluations are used to identify program development needs.	3.7 3.2	59.3 71.0	33.3 19.4	3.7 6.5	- -
Indicator 5.1.2	A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.	3.7 9.7	44.4 51.6	44.4 32.3	7.4 6.5	- -
Indicator 5.1.3	Student recommendations are considered when designing training programs.	7.4 9.7	70.4 77.4	14.8 6.5	7.4 6.5	- -

***The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.**

More than 77 percent of the center directors felt their performance on this standard met or exceeded the intent, while about a tenth of the directors from all sizes of programs indicated their programs need to improve in this standard. Those who marked that the indicators associated with this standard were not applicable were from rural centers. About a fifth of the rural and suburban directors felt that their use of the findings from the program evaluations to identify program development needed to improve while others felt it was not applicable (Indicator 5.1.1). Similarly, many (about a third) of the rural, urban, and suburban directors felt their program needed to improve by using formal needs assessment, periodically conducted among staff and faculty to ascertain training needs and priorities (Indicator 5.1.2). Even though these indicators expose areas in which improvement is still possible, the data from this year's questionnaires show improvement over last year's data. While none of these differences was statistically significant, the pattern shows that for all the indicators under this standard there was improvement.

Standard 5.2 Staff Development Activities

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 5.2	**Staff development activities are planned throughout the year to meet diversified needs of faculty.**	3.7 9.7	48.1 58.1	22.2 9.7	11.1 12.9	14.8 9.7
Indicator 5.2.1	Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.	7.4 6.5	59.3 67.7	14.8 6.5	18.5 19.4	- -
Indicator 5.2.2	Trends and developments in adult education programs are regularly disseminated and discussed with staff.	7.4 9.7	59.3 67.7	18.5 9.7	14.8 12.9	- -
Indicator 5.2.3	Outside resource personnel are utilized as needed.	3.7 6.5	74.1 80.6	11.1 3.2	11.1 9.7	- -
Indicator 5.2.4	Local staff are provided opportunities to share their expertise, research findings, etc., at designated meetings.	3.7 3.2	59.3 64.5	22.2 16.1	14.8 16.1	- -
Indicator 5.2.5	The institution budgets funds for staff development activities.	7.4 9.7	66.7 71.0	14.8 6.5	7.4 9.7	3.7 3.2
Indicator 5.2.6	Staff development activities are evaluated to determine effectiveness.	- 3.2	63.0 74.2	25.9 9.7	11.1 12.9	- -

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Indicator 5.2.7	Training is provided for full-time professional adult educators.	7.4 9.7	44.4 45.2	22.2 12.9	18.5 29.0	7.4 3.2
Indicator 5.2.8	Training is provided for minority educators.	7.4 6.5	44.4 48.4	7.4 6.5	33.3 38.7	7.4 -
Indicator 5.2.9	Training is provided for educators of adults with limited English proficiency.	7.4 9.7	59.3 61.3	18.5 3.2	11.1 25.8	3.11 -
Indicator 5.2.10	Teachers are trained to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth-grade level.	7.4 9.7	51.9 61.3	29.6 22.6	7.4 6.5	3.7 -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 65 percent of the center directors felt their programs at least met the intent for Standard 5.2. Some directors of rural programs indicated this standard was not applicable to their programs, while about a tenth of the rural and suburban directors felt their programs needed to improve in this standard.

Almost 75 percent of the center directors indicated their programs met or exceeded indicators for providing orientation and/or training for new staff (Indicator 5.2.1). Some directors of rural centers reported this indicator was not applicable to their programs. Regarding Indicator 5.2.2, discussing or disseminating information about new trends in Adult Education, some rural directors felt this indicator was not applicable to their situation; and some rural directors felt their programs needed to improve in this area. Some rural directors felt Indicator 5.2.3, regarding using outside resources as needed, was not applicable to their situations. Similarly, a few rural directors felt Indicator 5.2.4, regarding drawing their experience and expertise with others at meetings, was not applicable to their programs. About a sixth of the rural and suburban directors indicated their programs needed to improve in this area.

Slightly over half (55 percent) of the directors reported their programs met or exceeded Indicator 5.2.7. which pertains to the availability of training for full-time adult educators. About 30 percent of the directors of rural and suburban programs reported this indicator was not applicable. Similarly, only about half (54 percent) of the directors felt their programs met or exceeded Indicator 5.2.8. This indicator addresses training for dealing with minorities. Over a third of the rural and suburban directors reported the Indicator was not applicable. These programs apparently have so few minority students that there is little concern.

For Indicator 5.2.9, over 71 percent of the directors indicated their programs met or exceeded it. A few rural program directors reported this indicator did not apply to their situations, and other suburban and rural program directors (26 percent) felt their programs needed to improve in meeting the needs of adults with limited English proficiency. About 71 percent of the directors reported their programs met or exceeded Indicator 5.2.10, training teachers to recognize and serve illiterate individuals with learning disabilities. However, over one fifth of the rural and urban program directors indicated their programs needed to improve in this area.

All the indicators under this standard showed improvement in this year's data compared to last year. While none of these changes were statistically significant, the consistent pattern was a clear indicator that improvement has occurred. Continued effort in this area may well result in significant positive effects on the relevance and effectiveness of adult education programs.

There are significant differences between the answers of center directors from suburban and rural centers as well as urban and rural centers on Indicators 5.2.1, 5.2.2, 5.2.4, 5.2.5, 5.2.8, and 5.2.9. These differences generally show that urban and suburban directors view their programs as meeting or exceeding these indicators to a greater degree than rural directors.

Summary

Commendations

1. The improvement this year compared to last year for this standard and three indicators associated with planning for program and staff development is heartening. We congratulate those directors who have made changes to implement plans for staff and program improvement.

2. Consistent improvement also occurred across the standard and indicators related to staff development activities. While some of the individual changes reached substantial significance, the overall pattern of improvement in every indicator in terms of the percent of program directors who indicated their programs needed improvement is very impressive.

Recommendations

1. With so many standards and indicators perceived by the adult education directors as needing improvement in the important areas of program and staff

development, it is clear that this is an area needing attention. The state office is a critical resource in providing the needed staff development opportunities. The implementation, as planned, of staff development activities on a regional basis will help greatly. Careful coordination with the directors in each region to identify what is needed and when most teachers can attend should increase the value of these activities.

COMMUNITY AND PUBLIC RELATIONS

Introduction. There are three standards and twelve indicators under the area of Community and Public Relations. For one of the twelve indicators, approximately 23 percent of the directors indicated that they felt that their program need improvement and for five of the indicators, 10 percent or more of the directors felt their programs needed to improve.

Standard 6.1 Utilizing Community Involvement and Public Relations Programs

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 6.1	**Community involvement and a public relations program are utilized in organizing and implementing the adult education program.**	**3.7 12.9**	**74.1 67.7**	**3.7 6.5**	**3.7 6.5**	**14.8 6.5**
Indicator 6.1.1	Continuous information is provided to community-based organizations, agencies, and other public service providers.	11.1 12.9	77.8 80.6	3.7 -	3.7 6.5	3.7 -
Indicator 6.1.2	Program information is regularly disseminated to the target population in the community through a variety of oral, written, and visual modes.	11.1 16.1	74.1 77.4	11.1 3.2	3.7 3.2	- -
Indicator 6.1.3	Coordination of services and activities is evident from student referrals to and from the related service agencies.	18.5 19.4	70.4 77.4	11.1 3.2	- -	- -
Indicator 6.1.4	Guest speaking engagements, "Open House," and other types of public-centered activities are conducted by program staff.	3.7 9.7	59.3 48.4	22.2 22.6	14.8 19.4	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 80 percent of the directors felt their programs met or exceeded the intent of having good community involvement and public relations programs in organizing and implementing the adult education program (Standard 6.1). Generally, program directors (94 percent) indicated that they provided information to community-based organizations. Similarly, 94 percent of the center directors indicated their programs regularly disseminated program information to target populations in their communities through various modes (Indicator 6.1.2).

Almost 97 percent of the directors responding to Indicator 6.1.3 reported their program's coordination of services and activities was evident from student referrals to and from the related service agencies.

Almost 60 percent of the directors reported their programs met or exceeded Indicator 6.1.4. This indicator relates to promoting the program by participating in public-centered activities. More than one-fifth of the directors from urban and rural centers felt their programs needed to improve in this area. Almost one-fifth of the directors from suburban and rural programs reported this indicator was not applicable to their programs.

Standard 6.2 Recruitment Program

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 6.2	**A community-wide recruitment program is set up to provide for program expansion and greater program access.**	- 3.2	74.1 80.6	3.7 3.2	3.7 6.5	18.5 6.5
Indicator 6.2.1	From student feedback data, program administrator ascertains which recruitment methods have proven most successful among groups of participants.	- 3.2	77.8 71.0	11.1 9.7	11.1 16.1	- -
Indicator 6.2.2	An analysis of student participation data is conducted to ascertain whether or not the target population is being recruited as projected.	- 3.2	66.7 71.0	22.2 9.7	11.1 16.1	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Almost 84 percent of the directors felt their programs met the intent of Standard 6.2.

Almost 75 percent of the directors reported their programs met the intent of Indicator 6.2.1. Some directors from rural and urban areas felt their program needed to improve in this area. Similarly, three-fourths of the directors reported their programs met Indicator 6.2.2. This indicator pertains to using data from the student files to determine if the data shows that students are being recruited from all segments of society. About a tenth (9.7 percent) of the directors, from urban and rural programs, indicated their programs needed to improve and over a tenth of the directors (16 percent) did not think this indicator applied to their program.

Standard 6.3 Coordination with Agencies

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 6.3	**The adult education program actively participates in coordination activities with agencies and organizations serving adult populations.**	**11.1 12.9**	**70.4 67.7**	**- 6.5**	**3.7 6.5**	**14.8 6.5**
Indicator 6.3.1	The program coordinates activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement.	7.4 6.5	70.4 74.2	18.5 12.9	3.7 6.5	- -
Indicator 6.3.2	Cooperative linkage with business and industry are in effect.	- 6.5	66.7 64.5	25.9 16.1	7.4 12.9	- -
Indicator 6.3.3	Cooperative linkages exist with other state and federal programs providing employment services, job development, or vocational training.	7.4 12.9	77.8 80.6	11.1 3.2	3.7 3.2	- -
Indicator 6.3.4	The Adult Education Director is active in expanding and strengthening partnerships.	7.4 16.1	81.5 67.7	7.4 9.7	3.7 6.5	- -
Indicator 6.3.5	The Adult Education staff involve other public agencies in delivering educational services, as appropriate.	7.4 12.9	85.2 77.4	3.7 3.2	3.7 6.5	- -
Indicator 6.3.6	The Adult Education staff share resources with other public agencies to maximize benefits to students.	14.8 19.4	74.1 67.7	7.4 6.5	3.7 6.5	- -

***The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.**

Approximately 80 percent of the directors reported their programs met or exceeded the intent of Standard 6.3, coordinating their activities with other agencies serving the same patrons. Over 12 percent of the directors, from rural areas felt their programs needed to improve in Indicator 6.3.1, indicating that further coordination is needed in areas such as transportation, child care, guidance, etc. About 16 percent of the directors from rural and suburban areas reported their programs needed to improve in linking their program with business and industry (Indicator 6.3.2). Almost 94 percent of the directors indicated their programs met or exceeded Indicator 6.3.3, linkages with other government agencies ares seen by the directors as functioning adequately. One-tenth of the directors (rural) reported their programs needed to improve in Indicator 6.3.4; expanding and strengthening partnerships.

Summary

Commendations

1. Most directors generally reported that the standard and indicators in this area are being met for all sizes of programs with most of the responses for needing improvement coming from directors of rural programs.

Recommendation

1. Those areas of concern include promoting adult education by participating as a speaker in pubic-centered activities, using student data to ascertain which student populations area being reached, and coordinating Adult Education with other programs.

EVALUATION

Introduction. The evaluation of the Adult Education programs is an essential professional activity which directs future decisions and progress. Two of the three standards in this area deal with utilizing student feedback to evaluate program effectiveness (Standard 7.1) and obtaining feedback from groups and organizations which also have an interest in specific adult programs (Standard 7.2). For five of the eleven indicators under these two standards, a fifth or more of the directors indicated that their programs needed improvement. Program evaluation in Utah Adult Education is not currently a strong aspect of most centers' programs.

Standard 7.3, which involves the assessment of student progress shows a different pattern. Testing and grading of students is an integral part of adult education programs and many directors felt their programs met the Indicators.

Standard 7.1 Evaluation of Program Effectiveness

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 7.1	**The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.**	- -	55.6 71.0	18.5 12.9	3.7 3.2	22.2 12.9
Indicator 7.1.1	Information is collected to determine how successful participants are "on the job."	3.7 3.2	29.6 48.4	55.6 35.5	11.1 12.9	- -
Indicator 7.1.2	Information pertaining to reduced dependency upon welfare is collected.	- -	44.4 51.6	40.7 29.0	14.8 19.4	- -

	STANDARD and INDICATORS .	Exceed	Meet	Improve	NA	Missing
Indicator 7.1.3	Information concerning students entering adult secondary or college programs is available.	- 3.2	59.3 74.2	33.3 16.1	7.4 6.5	- -
Indicator 7.1.4	Information concerning students entering training programs such as vocational education and Jobs Training Partnership Act (JTPA) is available.	- 3.2	66.7 71.0	25.9 19.4	7.4 6.5	- -
Indicator 7.1.5	Information describing the extent to which student objectives are available.	- 6.5	63.0 71.0	29.6 16.1	7.4 6.5	- -
Indicator 7.1.6	Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation and problem solving.	- 3.2	70.4 80.6	22.2 9.7	7.4 6.5	- -
Indicator 7.1.7	Students have regular opportunities to provide feedback to teachers and counselors reflecting their perceptions of how effective the program has been for them.	3.7 6.5	85.2 80.6	3.7 6.5	7.4 6.5	- -
Indicator 7.1.8	Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training.	- 6.5	44.4 54.8	40.7 25.8	14.8 12.9	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 71 percent of the directors reported their programs met the intent of Standard 7.1. Thirteen percent of the directors from urban and rural sizes of programs indicated their programs generally needed to improve in having an evaluation component to provide student feedback regarding their perceptions of program effectiveness.

For Standard 7.1, those indicators that directors reported needing improvement were Indicator 7.1.1 (36 percent)--"Information is collected to determine how successful participants are 'on the job'"; Indicator 7.1.2 (29 percent)--"Information pertaining to reduced dependency upon welfare is collected"; and Indicator 7.1.8 (26 percent)--"Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training." Little or no data was being collected showing the value to the state of these programs in terms of outcomes which one might use to justify the expenditures for adult education. Such data are difficult to collect. They do not occur as a regular part of the program. Perhaps more attention should be paid to creating the opportunity and follow-through on the collection of outcome data.

While improvement is needed in meeting these indicators, it is important to note the pattern of the data. Once again it shows consistent improvement across indicators in this year's data. For eight of nine standards and indicators, the percent of program directors indicating their program needed improvement went down this year. This is an impressive pattern.

Standard 7.2 Obtaining Feedback from Groups

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 7.2	**Feedback is obtained from groups, organizations, and related programs that have an interest in the continuation of specific adult education programs.**	- 6.5	70.4 61.3	7.4 19.4	7.4 6.5	14.8 6.5
Indicator 7.2.1	Information from advisory committees or planning committees is obtained and utilized.	- 6.5	66.7 67.7	22.2 16.1	11.1 9.7	- -
Indicator 7.2.2	Information is obtained from community and labor leaders regarding how Adult Education programs are succeeding in meeting the community and labor needs they have identified.	- 3.2	44.4 48.8	44.4 32.3	11.1 16.1	- -
Indicator 7.2.3	Feedback is obtained from other organizations and related programs concerning coordination and referral services.	- 6.5	74.1 71.0	14.8 12.9	7.4 9.7	3.7 -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Directors from all sizes of programs indicated their programs needed to improve in meeting the indicators under this standard. But only directors from rural and suburban programs reported the some of the indicators were not applicable to their programs. Responses to Indicator 7.2.2 showed that about 50 percent of the directors felt their programs met this indicator. About one-third (32 percent) felt their programs needed to improve in obtaining information from community and leaders regarding how well Adult Education programs are succeeding in meeting community and labor needs.

Both Indicators 7.2.1 and 7.2.3 showed that sources of valuable information were not being used fully to inform directors of needs, services, etc. which pertained to their student. There was a significant difference between the answers of center directors from suburban and rural areas on Standard 7.2 and Indicator 7.2.3. Thus, although improvement was still needed across these indicators, the data show that improvement had occurred this year.

Standard 7.3 Assessing Students' Learning

	Standard AND IndicatorS	**Exceed**	**Meet**	**Improve**	**NA**	**Missing**
Standard 7.3	**Instructors are involved in measuring program implementation and student progress.**	**3.7** **12.9**	**55.6** **67.7**	**14.8** **3.2**	**3.7** **6.5**	**22.2** **9.7**
Indicator 7.3.1	Instructors make regular assessments of students' progress and provide progress reports to students.	3.7 9.7	88.9 87.1	3.7 3.2	- -	3.7 -
Indicator 7.3.2	Students are provided with a Basic Skills Performance Report as appropriate.	- 6.5	85.2 74.2	7.4 9.7	7.4 9.7	- -
Indicator 7.3.3	There is evidence that instructors view assessment of student progress as an integral part of instruction/learning/application and as necessary to both student and course/instruction improvement.	3.7 9.7	81.5 80.6	7.4 3.2	7.4 6.5	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Over 80 percent of the directors felt their programs met or exceeded the intent of Standard 7.3, though some rural and suburban directors reported their programs needed to improve. Generally, directors (81 to 97 percent) felt their programs were doing well in assessing student progress in the three indicators under this standard.

Summary

Commendations

1. Considerable improvement occurred in the percent of directors who indicated that their program met the standard and indicators associated with the evaluation of program effectiveness.

2. The directors of adult education programs responded that their instruments were appropriately assessing student learning. This is a central element in their programs.

Recommendations

1. Even though progress was made last year, the directors' responses still show that data collection from various sources to support program evaluation generally does not occur for many adult education programs. This may be a vulnerable aspect of the overall adult education program, compromising its present and future ability to compete for limited funds. The collection of convincing data in these areas may be beyond the resources of individual programs, and may be best handled by a state-wide effort at some future date.

2. Further improvement is also needed in obtaining feedback for other groups regarding their Adult Education programs, especially feedback regarding how well programs meet community and labor needs.

STUDENT SERVICES

Introduction. Diagnostic and achievement testing are generally accepted by Adult Education directors as an important part of their Adult Education programs. None of the seven indicators under Standard 8.1 were marked as needing improvement by more than a sixth of the directors. The indicator marked as needing improvement by the most directors was 8.1.5 (16 percent)--"Diagnostic and assessment testing is available for students with limited English and non-English speaking skills." A second indicator which is of some concern is 8.1.4 involving competency testing. Both of these need attention.

Standard 8.1 Diagnostic and Achievement Testing are Available

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 8.1	**Provisions for diagnostic and achievement testing are available for students.**	3.7 6.5	66.7 77.4	11.1 6.4	- -	18.5 9.7
Indicator 8.1.1	Placement assessment is conducted as appropriate at the time of initial student enrollment into the program.	3.7 6.5	85.2 83.9	11.1 9.7	- -	- -
Indicator 8.1.2	Initial assessment includes determining student learning needs and expectations.	3.7 6.5	81.5 90.3	14.8 3.2	- -	- -
Indicator 8.1.3	Diagnostic and achievement testing, including the GED test, is available or can be scheduled to accommodate program participants.	11.1 16.1	85.2 77.4	3.7 6.5	- -	- -
Indicator 8.1.4	Students have the opportunity to demonstrate subject matter proficiency through competency testing.	7.4 9.7	74.1 77.4	18.5 12.9	- -	- -

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Indicator 8.1.5	Diagnostic and assessment testing is available for students with limited English and non-English speaking skills.	3.7 3.2	66.7 64.5	18.5 16.1	7.4 16.1	3.7 -
Indicator 8.1.6	Provisions for assessing and recording progress in completing student goals, objectives, or educational achievements are established.	3.7 6.5	85.2 90.3	11.1 3.2	- -	- -
Indicator 8.1.7	Student records consisting of test scores, progress reports and other essential information are maintained by the institution.	3.7 6.5	92.6 90.3	3.7 3.2	- -	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Most directors reported their programs met or exceeded the indicators in Standard 8.1. Those directors indicating their programs needed to improve in these indicators tended to be rural and suburban districts.

There was a significant difference between the answers of center directors from suburban and rural areas on Indicators 8.1.3 and 8.1.5. Again, suburban directors tended to see their progress as meeting or exceeding the indicator more than rural districts.

Standard 8.2 Guidance and Counseling Services are Available

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 8.2	**Guidance and counseling services are available to facilitate student growth, direction setting, accessing information, and decision making.**	3.7 9.7	77.8 74.2	7.4 6.5	- 3.2	11.1 6.5
Indicator 8.2.1	Guidance and counseling are available to program participants.	3.7 6.5	88.9 83.9	7.4 6.5	- 3.2	- -
Indicator 8.2.2	Agency referral services are made available upon request to facilitate problem solving (e.g. emergency food, shelter for abused women, legal services).	3.7 6.3	92.6 83.9	- 3.2	3.7 6.5	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Standard 8.3 Information About Supportive Services are Available

	STANDARD and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 8.3	**Information about supportive services are available for program participants.**	3.7 6.5	81.5 74.2	- 3.2	3.7 6.5	- 9.7
Indicator 8.3.1	Information about child care services is made available by the program.	7.4 9.7	74.1 58.1	7.4 12.9	11.1 19.4	- -

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

Directors generally felt comfortable about their programs with respect to Standards 8.2 and 8.3 and the indicators under them. More than 80 percent of them reported on each of these indicators that their program met or exceeded the indicator.

Summary

Commendations

1. Student services are generally perceived by the directors as performing adequately with only four of 13 standards and indicators marked by 10 percent or more of the directors as needing improvement.

Recommendations

1. There are minor concerns about four indicators. Indicator 8.1.5, which deals with diagnostic and assessment testing for students with limited English and non-English speaking skills, once again raises the issue of how well the Adult Education enterprise in the state meets the needs of non-standard students. Indicator 8.1.1 shows that some programs (9.7 percent) may not be using placement tests to initially place their students in appropriate classes or materials. Indicator 8.1.4 raises the concern that some programs (12.9 percent) do not provide students the opportunity of demonstrating their proficiency by competency testing. Some programs (12 percent) do not provide information about child care services. Each of the concerns could and should be addressed at the program level, if they apply to a given program.

FINANCE

Introduction. Finances are always an issue in education. About a tenth of the directors noted that improvement was needed in program directors making an effort to acquire additional support for their programs through grants and other means.

Standard 9.1 Financial Resources are Available

	STANDARDS and INDICATORS	Exceed	Meet	Improve	NA	Missing
Standard 9.1	**Financial resources are available to provide services.**	- 6.5	63.0 67.7	18.5 6.5	- 3.2	18.5 16.1
Indicator 9.1.1	Students are served when requests are made (no waiting lists).	11.1 12.9	74.1 80.6	11.1 3.2	- -	3.7 3.2
Indicator 9.1.2	There is evidence that the institution commits financial support beyond the required 10 percent federal requirement.	3.7 12.9	88.9 80.6	3.7 -	- -	3.7 6.5
Indicator 9.1.3	The program has made efforts to acquire other financial/in-kind support such as grants, foundations, free classroom space for outreach, etc.	11.1 16.1	70.4 61.3	11.1 9.7	3.7 6.5	3.7 6.4

*The numbers in each cell represent the % of respondents, top number is from 1992 and the bottom number is from 1993.

While 74 percent of the directors reported their programs met the indicator for Standard 9.1, some directors from urban programs indicated their programs needed to improve in this area. A few rural directors reported their programs needed to improve on Indicator 9.1.3, seeking additional resources through grants, foundations, etc.

There was a significant difference between the answers of center directors from suburban and rural areas on Indicator 9.1.3. More suburban directors had pursed acquiring additional funding.

Summary

Commendation

1. Finances are generally seen as adequate and properly managed by adult educators.

THE SITE VISITS

The information shared in the previous section shows the general situation and trends over time for the Adult Education programs across the state. This general view is useful to the USOE administrators who have an oversight role. It will help them to see the impact of their efforts over time. It will also identify areas of strength and weakness. Knowing the weaknesses which tend to characterize the Adult Education Program across the state will help the USOE administrators to set the agenda of training and emphases for the state effort. However, knowing the general areas where more than a tenth of the adult education administrators in the districts see the need for improvement does not show the specific issues within each area which they view as problematic. For example, the general data may show that advisory committees as a support mechanism may need strengthening, but what exactly is the problem? In order to get a better idea of what types of problems the adult education directors have in mind when they indicate on the administrator's questionnaire that an area is in need of improvement, we visited eight sites. At each site we met with the administrator (and at some sites other personnel associated with the adult education program) and discussed each issue or area which they had marked on their administrator's questionnaire as in need of improvement.

The sites we visited were very cooperative. They varied from small rural programs to suburban programs. A list of the sites visited has been given to Brent Gubler, Specialist for Adult Education services USOE. The sites are not presented in this document by name, although each site will be briefly described in general terms in order to gain insight into the types of problems which trouble adult education programs in different settings. The site visit team members guaranteed the adult education directors at the sites that they would be anonymous.

The reader must understand that the Center Director's Questionnaire presented multiple standards and indicators under nine sections. Thus, most of the directors viewed their program as meeting the intent of most of the indicators and standards. Because of the limited time available to spend at each site, it was not possible to explore what the directors had in mind when they indicated that an standard or indicator was met or exceeded by their program. Instead, we concentrated in the site visits on those standards and indicators for which the directors indicated that their program "needs to improve".

The rest of this section will consist of the eight brief site-visit reports and a summary across the eight sites which will show some of the specific problems associated with the general areas of adult education which are marked as needing improvement.

Site A

The first set of specific concerns addressed in the discussions which occurred during the site visit dealt with three issues under the Administration section of the Center Director's Questionnaire.

The adult education program in this district is located in a metropolitan area, although it serves many students from the surrounding suburban neighborhoods. In discussion with the director regarding indicator 1.4, a familiar issue was raised. The adult education program in the district is left pretty much on its own as long as it stays within its budget. However, the central administration does make decisions which effect the Adult Education Program without significant involvement from the director or direct first-hand knowledge of the situation. The direct supervisor of the adult education director was reported to have "not been on-site" but was in another location. This raises the specific issue in this district of the need for greater central office involvement or first-hand knowledge of the adult education program, or the possibility that the program will follow a site-based decision making model with only budget and policy guidelines from the district. The specific issues in this district are not too different from a general set of similar issues across districts in which the adult education programs are often viewed as a "step child of the district programs" with little concern paid to them. This is especially interesting and concerning when the data show that many of these programs are similar in size to the biggest high schools in the district, although they generally run on much, much less money per pupil.

This program is hampered by the lack of space. The director stated that he felt that the program could increase greatly, by as much as two or three times, if they had more space and budget. This suggests community needs which are not being met.

The actual space which was being used at one location for the adult education program was shared with other district and multi-district programs. The existing space is accommodating, but old. The adult education students are often in the building at the same time as students from other programs. This may be intimidating to some of the older adult education students, and distracting or embarrassing to some of the younger students.

One specific item which was marked as "needs to improve" was 1.2.1, "The administrator has a current chart depicting organizational structure and relationships among staff members and staff members have copies of the chart". In discussion of this issue the director said, "Our people know where they work, with whom and what they do." We suggested that since adult education in this district was already in two locations with the possibility that it will be further expanded to three locations, it makes some sense to tie each location into the overall management structure so that all employees, full and part time, will know who else is involved, and to whom they answer at all levels of the organization.

Indicator 1.2.2 reads, "A description of the duties and responsibilities of each adult education staff member is available." This was also marked as "needs to improve". The director said that while a job description did not exist for every job in the adult education enterprise, new hires "are hired into a specific job description." Thus, the intent is met with new employees. In addition, in a yearly evaluation of each teacher, they are asked to share how they see their job. They basically define their own job in this manner, with coordination across jobs and sites provided by the director.

The final issue marked as "needs to improve" within the Administration section of the questionnaire was indicator 1.6.3. which reads, "Advisory board membership includes representation from community groups that provide various services to non literate adults." The membership of the advisory group did involve the usual community groups as well as some which are particular to this community. However, the coordination with the district was weakened by the failure of the district person who supervises the adult education director. Otherwise, the situation with the advisory committee is very sound with an active set of appropriate members. Minutes are kept. However, since the adult education director is not in a position to make decisions which effect the district, the advisory committee's role in aiding responsive decision making in adult education matters is weaker than it would be if the district person attended, or if the adult education program was a site-based, decision making enterprise. The adult education director does make a laudable effort to keep district administrators informed about the budgetary and personnel needs of the program.

The Planning section of the Center Director's Questionnaire also had several standards of indicators marked as "needs to improve". The first was indicator 2.1.2. which reads, "Information is compiled and made available concerning other adult education programs in the community." At present, this is not done. The director indicated that he felt it might have value to share more information regarding the adult education program and its successes with the community. He felt that a newsletter to other agencies which would list programs, graduates and other important information might be helpful. He indicated that he would work toward some type of newsletter or brochure.

It appeared sensible to him, and to us, to provide the community with information about all relevant programs which might benefit them. Thus, the brochure or newsletter might be a joint venture involving several educational enterprises within the district.

The students who are enrolled in the adult education program are provided an advisor. The advisor keeps track of the student's progress, motivates the student and provides the information the student needs to know what is available to help her progress and succeed. This system not only helps the students to complete the work they have signed up for, but also to be aware of the options which are open to them. Thus, for students within the system, the intent of sharing information is met. The problem lies with the students and administrators outside the system, but who need to know the options and performance of the system.

The second indicator marked as "needs to improve" within the Planning section of the Center Director's Questionnaire reads as follows, "2.1.3 – Information relating to school dropouts and program leavers is utilized in planning or coordinating program activities." The discussion of this indicator took an interesting turn. The Adult Education director indicated that they presently had about all the students they could handle with the existing staff and facilities. Therefore, short of securing new staff and facilities they were not anxious to recruit more students, even though the students would benefit from the adult education programs. One method of securing "more" staff would be to replace the full-time teachers with part-time teachers. This would allow the staff money to go further, although conceivably with some loss of commitment and experience. The director was loath to do this.

The director did concede that a listing of dropouts in the district would be a useful tool for identifying potential students for adult education. The district presently has a "holding" program for these students in which they go to school a portion of the regular school day until space is available for them in the alternative high school. Once in the alternative high school the students complete their courses and graduate from there.

Standard 2.2 regarding, "A long range plan for adult education in the community has been developed and is reviewed and revised on a regular basis" was also marked as "needs to improve". At this time, no long range plan exists in the district for adult education. With the district laboring under severe financial difficulties no new teachers can be hired. Also the status of almost all of the programs in the district is somewhat unsure. With the district unsure of its future finances, it is difficult to plan for the future.

Under the Staff Development section Standard 5.1 was marked as "needs to improve". It reads, "There is a plan for program and staff development." The discussion of this standard once again highlighted the concern about the role of the central district administration with regard to the oversight and improvement of the adult education program. The director stated that without control of the budget for adult education he cannot send staff members out to conferences for inservice training because of the district's financial constraints. Some teachers in the adult education program do attend courses and conferences at a nearby university, but they pay for these themselves except for released time provided within the adult education program. This is more an exception among the teachers than the rule.

The final item marked as "needs to improve" was in the Evaluation section of the questionnaire. It reads, "The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness." While this was so marked, it was not clear that this program had a problem. They are using an exit questionnaire. In addition, one of the staff members had called the graduates from the program to secure their input. It may be that these activities have occurred during the time between when the questionnaire was completed and the site visit occurred.

One of the many features of this program which deserves positive mention is the relationship of the adult education program and its staff with other programs in the district, across districts, and with the Applied Technology Center (ATC). The director appears to have succeeded in creating very positive working relationships with the personnel in other programs located at the sites where the adult education programs of this district are presented.

Site B

The pattern of only addressing those items on the Center Director's Questionnaire which were marked as "needs to improve" was also followed in this site visit. This site is a smaller, rural program. The adult education program is located in an auxiliary building located by the high school in the district. The building is old and seriously lacking in some facilities. For example, only one restroom, to be used by both males and females, is located in the building. The adult education facility is basically one large class room, zoned for different activities. Some classes are held, but much of the instruction is presented in individual sessions with video, computer or tutorial standards.

The director indicated that some standards and indicators within the Administration section of the questionnaire need to be improved. For example, the standard, "The adult education program has a philosophy and goals for guiding program operations" was marked as needing improvement. The director and other staff member are both knowledgeable about the intent and goals of the adult education program in their district, but no written document exists spelling these out. The discussion centered on the potential for communicating with the district administration and other interested parties that a written statement would foster. A written statement might serve to draw attention to the existing program and its challenges and potential for the future, highlighting the need for improved facilities and other changes over which the district has control.

Indicator 1.2.2 was also marked as "needs to improve". It reads, "A description of the duties and responsibilities of each adult education staff member is available." At the time of our visit, job descriptions existed. Thus, it appears that the director marked the questionnaire correctly and then proceeded to develop job descriptions to meet the intent of the indicator. Even though the program in this district has a small staff, it appears useful to have a clear statement of the various duties which each staff member must perform in order for the program to meet the large set of tasks required by the program.

Standard 1.6 was also marked as "needs to improve". It reads, "An adult education advisory committee has been established and periodic meetings are conducted." In the community where this adult education program is located there is a Networking Committee which involves a variety of social welfare and educational programs. No businessmen or women are presently on this Networking Committee. The Networking Committee is seen by the adult education director as meeting the intent in terms of communication and input that an advisory committee would meet. At the meetings of the Networking Committee the adult education director has an opportunity to inform these community resource people of the programs and schedules of the various adult education activities. The director is also a member of a community literacy committee which has broad membership. This also provides an opportunity to communicate with others about the programs and schedules of adult education activities.

With no businessmen or women on the Networking Committee, concern exists that the adult education program might not be sensitive to the needs of the local businesses in terms of helping potential employees meet the educational requirements for employment. This concern is greatly ameliorated by a survey completed by members of the Chamber of Commerce in which they indicated the major concerns they have about the skills of potential employees. The members of the Chamber pointed to improved reading and math skills as their principal concerns.

In the Planning section of the questionnaire, the director indicated that standard 2.1 "needs to improve". It reads, "The program administrator utilizes current community-wide demographic analyses for program planning." In a formal sense this is not true. However, the survey of Chamber of Commerce members does address the intent of this standard. The Chamber did share their concerns regarding the future needs in their community and the present challenges. From this survey, specific needs were identified, some of which could be met through adult education programs.

In the Staff Development section of the questionnaire one item was marked as "needs to improve". This was indicator 5.1.1 which reads, "The finding of program evaluations are used to identify program development needs." No formal evaluations are done. However, because of the relatively small size of the program, the director knows directly about most of what is happening in the program and can informally evaluate the different courses and activities. Also, with the director's involvement with community groups it is possible for her to informally assess the need for different programs.

It is important to point out here that the adult education director does not have control of the budget for adult education. The district administration exercises control over the adult education budget. Thus, the director is not free to move to meet future needs without approval from the district administration. More will be said of this later.

In the Evaluation section of the questionnaire one item was marked as "needs to improve". As already pointed out, no formal evaluations of adult education programs occurs in this district, although the director is personally aware of most of what occurs in the program. There is an entry and exit questionnaire now used in the district which does result in some systematic information which can be used by the adult education director to monitor and improve the programs in the district. In addition, the director's involvement with the Networking Committee allows her to track the success indicator implied in indicator 7.1.2. This indicator reads, "Information pertaining to reduced dependency upon welfare is collected." Through the Networking Committee the result of the combined efforts of many community agencies can be determined in terms of the individuals and families who have ended their dependency on welfare. This committee reports this information on a consistent basis.

In the Financial section of the questionnaire one item was marked as "needs to improve". This is standard 9.1 which reads, "Financial resources are available to provide services." The adult education director does not have control over the adult education budget. The central administration of the district keeps control of the funds. On occasion the adult education director will be told that the adult education budget is in the red. Since she does not receive periodic reports on the expenditures made against that budget, or the amount left, she is not in a good position to monitor the use of the adult education resources or to plan for future needs by controlling current expenditures. One of the greatest expenses is in the area of textbooks or other instructional materials. Since recent rulings have been made which require that students have free access to texts, and cannot be charged a fee, this cost has become even greater because of lost books and video tapes. The replacement of lost books competes with the purchase of new texts to update programs. The issue of textbook fees, replacement costs, and other financial burdens associated with instructional materials purchase and replacement is becoming increasingly crucial.

The adult education program and its staff in this district have completed an impressive list of course development and implementation activities during the past year.

Site C

This site is in a prison. It serves a varied population under very difficult circumstances. Many of its concerns and problems are related to the setting and the restrictions necessary because of security needs. Also, some of the items in the Center Director's Questionnaire which were marked "needs to improve" are related to the setting more than to any factors under the control of the adult education director.

The Administration section of the questionnaire did not have any items marked as needing improvement. The director appears to have laid the groundwork for the program quite fully. One unique problem at this site is that education is seen by some inmates as a means for avoiding prison work programs. Thus, some students are not serious about taking advantage of the educational opportunities offered through the program as much as they are interested in avoiding other responsibilities which would come to them if they were not enrolled in an educational program. To some extent the lack of the students motivation to improve their lot is seen in the very low incidence of released prisoners accessing follow-up programs available in the community to complete their educational programs.

Issues associated with advisory committee functioning are handled differently at the prison. There is a State Advisory Council which helps to coordinate services to prisoners and their transition to the community. This council functions for the adult education program in the role of an advisory committee.

One item marked as "needs to improve" in the Planning section of the questionnaire is 2.3.6. It reads, "Program plan ensures educational access to the least-educated, most-in-need as defined in the adult education rules and regulations." Because of restrictions associated with security, some of the most-in-need prisoners are not allowed to leave their complex and attend classes or use other educational facilities or resources. Basically, the prisoners' access to educational programs is both a function of them stating a desire to be involved in education and being qualified by virtue of their prison behavior to have access to the facilities and resources.

The adult education program is housed in the Youth section of the prison. The facilities for instructional purposes are Spartan but acceptable. However, there is little provision for offices for the staff and teachers, work space, commons or lounge or other special space for staff needs. Because of these space restrictions the director marked that indicator 3.2.3 "needs to improve". There is little that the adult education program can do about these space problems, unless the administration of the prison system sees the need as having high priority. Given the overcrowded conditions which exist at the prisons and jails, it is not likely that new space will be made available for adult education programs. However, until space for these faculty needs is made available, the program will continue to have the appearance and feel that they are "camping out" in someone else's pasture.

Several issues were marked as "needs to improve" in section four where standards and indicators for teaching materials and instructional staffing are described. One area in which improvement is needed involves the amount and quality of the teaching materials which are available. The budget for instructional materials has been cut "to the bone". At present the situation is characterized as barely adequate. Future cuts will be difficult to deal with. Additionally, the instructional personnel budget is too low. Indeed, the program may loose staff if they don't have carry-over funds from this year.

The uniqueness of the adult education program at this site is associated with another problem. Because of the setting, hardbound books are not allowed since they can be used as projectiles. Thus, the instructional materials which the students receive are Xerox copies, not stapled. The students do not feel the same responsibility to preserve and return such materials that they might if they had bound books. Thus, each student involved in a course creates the need for a "new set" of materials. This leads to a continuing expenditure for each and every class and student, even when the materials used have the same content from time to time.

Also associated with the needs for more instructional funds as outlined above, is the need for specialized materials for students with specialized needs. For example, Spanish language materials are needed for some students.

A final indicator marked as "need to improve" was 9.1.1, which reads, "Students are served when requests are made (no waiting lists)." The security needs and the administrative functioning at the prison make it impossible to serve some needs. Similarly, some students must wait until they have achieved specific privileges before they can attend classes. Thus, the availability of adult education opportunities to some potential, needful students is not under the control of the adult education personnel.

The director who has served in this center for the last while has been reassigned. A replacement has been named and was at the meeting. It is anticipated that the excellent work which has characterized this center will continue.

Site D

This site is located in a relatively small community serving a rather sparsely populated county. The community is undergoing changes due to a rapid increase in the number of visitors who come for recreational purposes. Many of the available jobs are related to the tourist industry, and are poorly paid and seasonal. Thus, the influx of tourist dollars has a mixed effect on the economy.

The first standard marked as "needs to improve" was 1.6, which reads, "An adult education advisory committee has been established and periodic meetings are conducted." At present, the desired coordination of the adult education program with other programs to help county citizens occurs by informal means. The adult education director is in frequent contact with such agencies as JTPA, Human Services, Employment Services, etc. These agencies send potential students over to the adult education center for further education and training as appropriate. The advisory committee meetings which were held in the past (apparently quite a while in the past) were judged as unproductive. The need for coordination is in our judgment quite well met for some students, especially those who are clients of the other services available in the community, but not well met at all with the students from the local school district or students needing to trained to be useful in the jobs provided by the local businesses. The director was encouraged to rethink the need for an advisory group, especially one which will strengthen relations with the local school district and business groups.

The present relationship of the adult education program with the local school district is a serious problem. The local district does not allow the adult education program to issue credit toward the completion of high school graduation. The program serves its students by preparing them for the GED, or providing them with education and training disconnected from high school completion credit. One root of the present problem involves the personal relationship of the adult education director with the administrators of the local school district. This problem needs attention now, and will need to be fully resolved when the present director retires. At present the adult education program involves a sizable proportion of school-age students who have left the public school system (or been kicked out) and need an alternative. Part of the poor relationship between the local district and the adult education program arises out of the service which the adult education program gives to these students to the frustration and consternation of the district which dismissed them.

In the Planning section of the Center Director's Questionnaire the responses indicated that the planning process is in place, although built upon informal information. The county has significant problems. Increased tourism has created higher prices for housing, food and other basic needs, and not higher paying jobs. Indeed, the information available about employment in the county showed that most of the new jobs were at minimum wage, part-time, seasonal, or all three.

Another issue regarding planning is who attends the adult education courses. The data reflect that men do not generally attend. Younger male students do attend in order to get their basic preparation for the GED taken care of, but older men do not take the classes. One possible way to reach more men, which was mentioned in the discussion of this issue, might be to open a store front education center right on the main street of town. The reasoning appears to be that it should be "natural" for men to be around the school and easy for them to attend.

A review of the issues under the Facilities section of the Center Director's Questionnaire showed that most of the standards and indicators are not met by the present facility. The program is housed in an old house. The basement space is used as the primary office/teaching space for adult education, although they can use a classroom on the main floor for some of their classes. The basement is reached by a narrow, steep and dark stairway. It is not accessible to students with motor handicaps. The stairway is the only way in or out of the basement, the existing windows are much to small to serve as an emergency exit should the need arise.

The basement space has flooded more than once in the last year, damaging computer programs and equipment and paper and pencil materials. In addition, the dampness makes the facility uncomfortable. It is possible that the local school district will replace an existing building with a new one. If this happens, several educational programs in town may be benefited by occupying space in the old building. If the alienation of the adult education and local district can be resolved, placing the adult education program in the old building will be a great benefit.

In discussing the other educational agencies besides the local school district, which offer programs in the community, the College of Eastern Utah and the Southern Utah Center for Continuing Education were mentioned. Both of these agencies offer some programs which overlap with adult education. More coordination of these resources appears desirable. The adult education director indicated that the relationships of adult education with these two college programs were good.

Standard 4.1 was marked as "needs to improve". It deals with the means by which instruction is offered. The adult education program has several computers with appropriate software for students to use on site. Because several of the students in the program are drop outs from the local school district schools, and have shown some degree of irresponsibility in the past, the adult education director is reluctant to lend out tapes or books to students for use at home. The loss of instructional materials has been a major problem in the past. Most of the instruction occurs on site with the materials used at the center only. This does reduce the flexibility of the program and makes it difficult for some students to complete their work.

The program has a very small staff. The person who offers the instruction also must provide all the effort to track student progress. Those programs which are offered to the students on the computers track students by computer. The students in other programs are tracked on assignment sheets. Much of the tracking occurs through testing. The tests are mostly those which are an integral part of the instructional materials. Thus, the students study the material outlined and take the tests which are directly associated with the instruction.

As pointed out earlier, the adult education basic skills programs is primarily geared to prepare students for the GED exam. The students can take a GED predictor exam to determine their degree of readiness for the actual exam. This program was quite expensive. If such a program is used, or useful, elsewhere, it may be advantageous to explore a state license for the software.

Other instructional material needs at this center include replacing the AESOP software which was lost in flooding, and securing a supply of Spanish language materials to serve the few Hispanic students in the area.

Because of the poor relationship of the adult education program and the local school district, it is not clear what will happen when the adult education director retires. This is an issue which should be addressed soon. No clear successor is evident.

Among the community resources which aid the mission of the adult education program in this community are two women who can relate to special populations – the Native Americans and Hispanics in the area. They perform this function on an informal basis. Nevertheless, it is a factor in reaching these two populations of students with special needs.

Site E

The adult education program administered from this site serves a large geographical area. Programs are run in several sites, including sites served by mobile units. The adult education director serves in this function as part of his local school district duties.

The administration of the adult education program on a part-time basis may not be enough support. Thus, the director marked standard 1.4 as "needs to improve". It is not clear if when the present director retires a new director will be appointed on a part-time or full-time basis. The best guess at this time is that the present administrator over vocational education, among several other duties, will become the new adult education director. It is our judgment that the program did not suffer because the director was part-time in this role, because the other staff members in adult education were experienced, and the director was well-connected and knowledgeable.

Indicator 1.6.2 was marked as "needs to improve". An advisory committee exists with appropriate membership from other agencies. However, it has not met often. They find it hard to get everyone together. The Vocational Education program also has a similar committee. It appears efficient to have these two committees meet as one and work with both programs. However, the adult education director is on an interagency committee which meets as often as twice per month. It was suggested that since many of the same agencies are on this committee and the adult education advisory committee that the interagency committee might function, with a few additions, as the advisory committee and piggy-back its needs on the interagency meetings. Specific agenda items for adult education could be handled at the end of the meetings and have the additional members of the advisory committee invited in for these items.

Several standards and indicators under the Planning section of the questionnaire were marked as "needs to improve". The district has an active follow-up program to serve its dropouts. The adult education staff members are informed of who has dropped out and contact these former students to alert them to the adult education program and how it might help them. The adult education program also advertises its programs over several local radio stations which serve its catchment area. They also use the occasion of tribal meetings to reach Indian students.

The local school district has developed an SEOP program. These educational plans are also part of the adult education program, either with the transfer of the student's plan from the district or the creation of a new plan in adult education. Thus, for each student there is a plan. The overall planning process for the adult education program is not formalized. The plan is the director, and the director is the plan. At present, this modus operandi works acceptably. However, a more formal planning process for the adult education program might be a benefit for the new director when he/she is appointed.

A VISTA volunteer is working on a data base system to facilitate student tracking and management. Part of the management system will be founded on implicit goals. The system will make them more explicit.

This center is part of a national study. Part of what they are expected to do fits well with the intent of indicators 2.4.1 and 2.4.2. The collection and reporting of student achievement data is important to the planning process within the adult education program and the public relations efforts with outside agencies and groups. The testing center associated with a nearby college also helps assess and report the success of students who take the GED exam or other tests through the testing center. Further, this district's adult education program has a number of computer based instructional and testing programs. These computer programs track students and their achievement as an automatic part of their implementation.

Responses to the Facilities section of the questionnaire show that the central facility for adult education is acceptable and accessible. Portable classrooms are used for instruction and assessment purposes. The offices are located in an old school building which has been well-kept. The satellite programs use mobile homes or trailers. Most of these are not outfitted with ramps, so they are not accessible to students with mobility problems. Since the Native Americans served are sometimes afflicted with displaced hips, this is sometimes a problem. Otherwise, the facilities are acceptable.

All the standards and indicators marked as "needs to improve" in the Instruction section of the questionnaire were related to the among and types of instructional materials which are available to meet students' needs. Generally, the funding for adult education is not enough to provide adequate instructional materials. The adult education program "creatively" piggy-backs on federal and state programs to serve other needs and combines funding to cover all the needs they can across programs. For example, the computers which are funded under federal initiatives to provide special help to underprivileged children are also used by some of their parents with programs provided by adult education funds to meet the parents' needs as well. Almost all of the USOE money for adult education goes to staffing.

Under the Staff Development section of the questionnaire the discussion centered on the provision of inservice training for the instructors in the adult education program. With restricted funds, little can be used to provide inservice for adult educators which is specifically designed for them and paid by adult education funds. Other initiatives in the district are used to provide general training, for example in objectives-based education, and attended by adult education instructors as well as the rest of the district teaching staff. The instructors in adult education then apply the general training they have received, which was paid for out of other funding, to their specific situation. Much of the inservice training which the district offers its teachers is seen by the adult education director as relevant to the adult education program.

The evaluation of the adult education program itself is informal. The evaluation of students within the program is more formal and based on the SEOP and the achievement of students in the courses specified in their SEOPs.

The use of competency tests, especially in conjunction with the computer based instruction, is seen as a major part of the student evaluation and reporting system. However, it was not clear if the information collected in this way and in other ways is used to inform other agencies, parents, and potential students about the success of the adult education programs. The director expressed the need to be better informed about other competency based tests which could be used to assess and report student learning.

The adult education program does not offer student counseling services, although staff sometimes do informal counseling. Much of the informal counseling is targeted at making explicit the requirements for completion of High School. Few other types of counseling are available. If adult education refers students to other counseling agencies, adult education gets billed for the service.

The present health of this program, which is judged good, will be a concern when the director retires. It may be useful for the new director to have a thorough briefing regarding adult education as soon as he/she is appointed.

Site F

This site serves a rural population. This is the third site we visited which also serves a prison population. The overall population of the county is relatively small. This leads to several problems which may be characteristic of adult education programs serving small populations. These include relatively small numbers of students for any particular program, needs in smaller, distant communities which are hard to meet, and severe funding problems because of the small number of students who participate in adult education programs. One of the larger communities in this district was described by the adult education director as very conservative and not really interested in the main in additional educational opportunities. Little is done by way of an adult education program in that community.

Standard 1.1 was marked as "needs to improve". It deals with whether the adult education program has a statement "of philosophy and goals for guiding program operations." The director indicated that their statement was being revised, was still informal, and had not been officially submitted to the district administration or board of education for approval. Some issues which still need to be clarified before the statement is ready for consideration are associated with the relationship of the adult education program with the vocational program in the district. The adult education program is housed in the district vocational center. There has been pressure by the district and the head of the vocational center to "use adult education funds to augment vocational funds." Standard 1.3 was also marked as needing improvement. It reads, "The qualifications and duties of staff are adult education oriented." All teachers in this district's adult education program are part-time. Their full-time assignment is in the regular education program of the district. Thus, it is reasonable that their primary interest in training is for their full-time assignment. Some of the adult education teachers have participated in state sponsored inservice opportunities such as conferences, but most have not. Local efforts at further training of the part-time teachers in the specifics of adult education consist mostly of handing out appropriate materials for the teachers to learn from on their own time.

Under this standard indicator 1.3.2 was also marked as needing improvement. The indicator reads, "The duties of program staff are primarily limited to adult educational activities." As pointed out above, the teachers in the adult education program are all part-time. Thus, their primary duties are not associated with adult education. At present, the adult education program in this district has no full-time employees. The director would like to build the program around two full-time teachers, but the numbers do not justify such a move.

The director feels that part of the policy or goals statement for adult education in the district should address the issue of how part-time and full-time employees will be utilized to provide the program. Should the part-time teachers complete a required training program before (or during) the time they are teaching adult education courses? This and similar issues might be addressed in the policies.

Another personnel concern is how best to serve the prison population. At times only two or three students are actually participating in completing their preparation for the GED exam. If two are male and one is female, they cannot be taught together. This places a restriction on the program which leads to exceptionally high costs to serve the few students at the prison.

Standard 1.6 was discussed. It deals with the functioning of an adult education advisory committee. This program has a functioning committee which meets every two months. The committee includes representation from the appropriate agencies and groups, including a school board member.

Standard 2.2 addresses the issue of long range planning for the adult education program. Two major activities were discussed relative to this standard. The first has to do with the future efforts needed to ensure that potential students from the conservative community in the district will be adequately considered in any plans. How will they be informed of the opportunities which the adult education program affords them? What special efforts will be made to increase their participation in the present and future programs?

The second activity discussed was the involvement of this district with other districts in a distance learning grant proposal. With a small, spread-out population, distance learning may be a means of reaching more students with cost-effective instruction.

Brief mention was made of an infrequent problem. It is associated with standard 4.3. On occasion learning/teaching materials are needed in another language than English. The district does not have adequate materials in other languages to meet this infrequent need.

The district is involved in strategic planning. As part of their effort, adult education concerns and needs are included in the planning activities. The strategic planning process utilized relevant information which the district has collected about its students and patrons. This effort is related to the intent of indicator 5.1.2 which addresses the need for using information to plan for staff development activities. As part of the discussion to provide more adult education oriented staff development activities, the director stated that utilizing funds available from the USOE to support such activities was almost more trouble than it was worth. The primary reasons given for this perception were the long time before reimbursements came, and the difficulties associated with accessing the funds.

The next indicator marked as needing improvement was 7.1.8 which addresses tracking graduates and program leavers to determine success. The director felt that the difficulty of such an activity and the costs associated with it are just too great for them to do it. The director indicated that students sometimes leave the program on a high and then confront the cold realities of the real world in the local communities and end up disappointed that their preparation does not pay off because of the lack of employment opportunities.

A final discussion centered around concerns about the financial support for adult education in the state. This director uses district funds, sometimes in an ironic reversal – vocational education funds, along with the adult education program funds to meet the adult education needs. As the reader might remember, other directors in other districts also mentioned the need to creatively use a variety of funds to balance all the financial budgets associated with the educational programs beyond regular education.

Because of funding constraints this district does not print brochures or advertise their programs in the local news media.

The funding problems associated with keeping the program going works against its growth and weakens district support for adult education. More money in adult education might well serve to better focus district administrators on the promise of adult education programs.

Site G

This site serves a suburban area which is rapidly growing. The population base is much larger than most county-wide school systems. The program offers classes through each high school in the district, including the alternative high school, an area technology center, a jail, and a rehabilitation center. The teachers are almost all regular education teachers who teach adult education classes after school. The larger local sites have adult education coordinators who hire part-time teachers and set their own program. The district director has established a hiring pattern which helps to ensure selection of good teachers.

The adult education program has a functioning advisory committee with appropriate membership. They meet monthly.

One general concern raised by this district director was the difficulty of completing the S-3 report on time. Their program runs year round and ends on June 30th. To have the report in by the 15th of July is very difficult, especially when so many sites are involved within the district. What is the reason this report must be finished on such a tight time line? If the reason is compelling the district will try hard to meet the deadline. At this time they do not know any compelling reason for the tight deadline.

Another general concern raised at this site dealt with the need to better clarify the responsibility across agencies, all of which receive state funding, for who is to provide adult literacy training. At present libraries, the ATC, adult education and other agencies all feel the need to do something. Who should lead out? And how should they coordinate with the other agencies who have clients or students who need literacy training?

The rest of the discussion at this site centered on the changes made at this site from the previous year. Last year the director at this site completed the Center Director's Questionnaire with several items marked as "needs to improve". The center director reviewed with us all the changes which had been made since last year, and the items which still need improvement.

Indicator 1.2.2 reads, "A description of the duties and responsibilities of each adult education staff member is available." Last year this indicator was marked as "needs to improve", meaning that such descriptions were not available. Because of the complexity, multiple sites, several site coordinators, and many part-time faculty, such a listing is potentially very useful. Since last year, the director has asked all the coordinators at the different sites to create the job descriptions for their sites. These have not yet been completed or compiled to the point where they are sufficient to serve as a foundation for administering, evaluating or hiring new people.

Since last year the district has developed a system to utilize information relating to school dropouts and program leavers in planning or coordinating program activities. Thus, indicator 2.1.3 which was marked as needing improvement last year is now met. Similarly, indicator 2.1.4, which reads, "Information about the specific skills and knowledge needed for successful performance in the job presently available or needed for the future is disseminated to program staff and participants, is now listed as met. Last year it was listed as needing improvement.

Standard 2.2 and indicator 2.2.1 were marked as needing improvement last year. These both have to do with long range planning. The adult education director indicated that the intent of these two aspects of the Center Director's Questionnaire are essentially met by the involvement of advisory committee members and the input from many people form an acceptable basis for planning and the discussions held constitute an informal long range planning activity. The course of the program is established and corrected by means of these inputs and activities.

Several indicators under standard 2.3 were marked as needing improvement last year. These indicators concern issues related to accountability, measurement, and dissemination. A uniform accountability system does not exist across the several adult education sites in the district. The professional educators who coordinate each program and the teachers who teach at each site determine the indicators of performance expected for the classes at their site. These are viewed as consistent with state guidelines. The director is not convinced that a general, district-wide indicator will add anything valuable to the system.

The district continues to work on making the goals and objectives for the adult education program as clear as possible. The intent of making them all "measurable" is also being attended to, although more work is needed before this effort is completed.

The goals of the adult education program are now disseminated to all the individual sites within the district. The coordinators review them and make suggestions for improvement.

Thus, some progress has been made in making the goals and objectives of the adult education program in this district clear, measurable and known to those concerned. This progress is encouraging. More work in this area is needed to complete the task.

The items marked under standard 2.4 concern the evidence that the adult education program is achieving its goals and objectives and the communication of the achievements of the program to the audiences who are interested. Such information as the hours taken, courses completed, drop out rates, etc., are reviewed and analyzed to provide a sense of how the program is doing. Other types of evaluative information is not collected at present. A report on these indicators is made to the board, the administration and the public. It is not clear what other information might be needed to meet the intent of these standards and indicators.

Several items were marked as needing improvement last year in the Staff Development section of the Center Director's Questionnaire. One of these deals with having a plan for staff development. The director's response is that the teachers and coordinators are encouraged to participate in any relevant inservice programs. There is little inservice provided at the various program sites across the district. The determination of how the program staff are performing, and any common needs to help which might exist across sites is determined by having the site coordinators meet with the adult education director and discuss the problems they are having with personnel, facilities and other aspects of the adult education program. The director does look at the numbers served and other indicators of program effectiveness.

Another set of items marked as needing improvement in the Staff Development section of the questionnaire with the provision of inservice training throughout the year to meet the individual needs of adult education teachers. The response to this item showed that while the adult education director encouraged the staff members to participate in appropriate inservice activities, the district did not offer any inservice sessions specifically for adult educators. Site coordinators do orient new faculty before they teach. This serves to help new faculty better meet the unique needs of adult students.

In addition, the coordinators across the several sites and the director meet frequently to determine program and staff needs and to discuss new trends in the adult education. This helps all who have an administrative role in the adult education to keep abreast of new developments. However, the district efforts to provide staff development activities have not been formally evaluated. So the results of these effort are now known.

The district provides inservice opportunities relating to the education of minority students and students with limited English proficiency. These are generally not utilized by the adult education teachers. Nor do the teachers in general utilize the training opportunities available through the district to better serve illiterate students. Although the site coordinators tend to be quite knowledgeable about these issues.

Considerable progress has been made in specific issues addressed under the Evaluation section of the questionnaire. Last year seven standards or indicators were listed as needing improvement. This year five of these are described as meeting the indicator or standard. The two that are still listed as needing improvement are, "Instructors are involved in measuring program implementation and student progress," and "Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training." More effort is still needed in these areas. The teachers (almost all are part-time) are simply too under-the-gun to worry much about general evaluation issues. They evaluate their students' performance, and that is about it. The follow-up information regarding how well students were prepared by their adult education classes for further opportunities is hard to collect. A state-developed questionnaire would be a great help in this effort.

Thus, as the adult education director has reviewed the district program two years in a row, a number of changes have been made. More than half of the items marked last year as needing improvement have been addressed sufficiently that the director now sees them as meeting the indicator.

Site H

This site is located in a rural area, quite removed from any large population center in the state. The adult education director in the district has several other district duties as well. Thus, the director's attention is often taken with other concerns besides those associated with adult education. As long as there aren't serious problems with adult education, it just sort of runs itself. The director has a full-time secretary to help with all of the different duties associated with his district responsibilities. The secretary keeps many of the routine aspects of the adult education program going.

The adult education program in this district is primarily housed and conducted at the central site (located at the ATC), although programs are offered in one or two other communities on occasion and very infrequently at the county jail.

Three items were marked in the Administration section of the Center Director's Questionnaire as needing improvement. The first concerns the adult education orientation of the teachers in the adult education program. At this site, like many others, the teachers are drawn from the district's regular teaching staff. Most have no special training to better meet the needs of adult students. They are credentialed to teach in their regular education setting.

The adult education program at this site does not have access to district counseling staff members. The ATC counselors will work with adult education students, but they charge the adult education program for these services. This effectively prevents adult education students from receiving any counseling to help them in their educational pursuits.

The intent of the standard regarding the functioning of an advisory committee for adult education is partially met by the director's involvement with a regional committee for the ATC. Also, there is a Local Coordinating Council which involves Human Services, Job Service, Mental Health, the local Association of Governments, and other relevant agencies. They do, on occasion, discuss adult education problems as a formal agenda item. In addition, the director is in contact with the personnel of other agencies which would probably serve on an advisory committee. However, an advisory committee whose sole or primary consideration is adult education does not exist, nor is it anticipated that one will soon be constituted.

Only one item was marked as needing improvement in the Planning section of the Center Director's Questionnaire. This related to the adult education program receiving from the district information about drop outs or program leavers for the adult education director to use in planning or coordinating program activities. The district does not provide such a list. However, the director does work closely with the administrators at the local high school. Also, the high school has "trackers" to motivate the at risk students. They are an additional source of information about the students and their status and needs.

We encouraged the establishment of a more formal system for identifying drop outs and program leavers and communicating this information to the adult education program.

The major concerns under the Instruction section of the Center Director's Questionnaire dealt with the availability of instructional materials to meet the needs of all the students. The curriculum for adult education was described as "kind of coordinated with AESOP and the state core". However, the director felt that the program had too few instructional materials to fully meet all the instructional needs of the adult education students. This problem is exacerbated because of the wide spectrum in the abilities of the students. Some of the materials supporting courses like health, social studies, history, and so on, were simply at too high a reading level for some students.

The director also raised the concern that instructional materials cost too much. And with the district now having to provide these materials to students at no cost, too many books are "walking away". This is an issue which concerned several of the directors.

Under the section for Staff Development the only indicator marked as needing improvement was, "Provisions are made for conducting an orientation and/or preservice training for newly appointed staff." The director indicated that new staff are informally oriented. It was not clear just what this meant, but it sounded too informal to ensure that all new staff received an orientation to all the information they needed to be successful as they entered their new teaching opportunities.

In the discussion around this issue it was mentioned by the director that USU sometimes provides inservice training which is appropriate for the adult education staff members. Also, the rural schools association provides some inservice training that is useful.

Under section six, Community and Public Relations, two items were marked as needing improvement. The first dealt with coordinating "activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement." The ATC provides space for offices and a trailer for classes. Other space is provided for classes in the local schools. Vocational education funds provide help in employing instructors, who might be funded through more than one budget. Other cooperative efforts occur. However, no funding is provided for child care or transportation. The director felt that it was not feasible or wise to use adult education funds for these purposes.

Cooperation with businesses was another issue that was discussed. The director indicated that some students learn job keeping and perseverance skills from their experiences with businesses which will help them succeed both in school and after when employed. Other types of cooperation and coordination with business would probably be enhanced if the advisory committee for adult education were formally created, met often, and included appropriate representation from the communities business interests.

In the Evaluation section of the questionnaire the discussion regarding how the effort in adult education in the district was evaluated revolved around the review of the course syllabi which were created to support each course offered through adult education. The assumption is that the syllabus, sometimes developed by someone other than the teacher presently teaching the course, will define the course for both the instructor and the students. Most of the courses as described in the syllabi are competency based. The district generally uses an 80% right cut-off score for awarding credit.

A further concern discussed dealt with the wide spectrum of reading abilities which the adult education students presented. The students used to take a reading test at the ATC to determine their reading ability. Since such services now cost the adult education program, most teachers simply start with the students and materials they have available, and adjust as necessary to accommodate reading problems.

The director indicated on the questionnaire and discussed with us during the site visit that financial restrictions in adult education are a serious problem. The director stated that more money in adult education would end most of the problems. It is not clear how more funding would move the program from its many informal arrangements and processes to a more formal organization.

Summary Issues from the Site Visits

Several issues were mentioned during the site visits which we will present for the consideration of the State Director of Adult Education, USOE. It is our intent to present these issues as areas in which future effort might be spent in clarifying, exploring or resolving each issue as appropriate and possible at the state level.

The relationship of the local adult education program with the local district administration and board of education does not appear to be as strong as it should be. Relationships range, in many district, from situations in which Adult Education directors have almost no interaction with district administration and receive little help from them for situations where the adult education program is administered by an associate superintendent or other central administrative figure who is in a position to constantly look out for the welfare of the program. Some results in those districts characterized by weaker relationships are that their adult education programs are frequently in poor facilities, have too few instructional materials (especially enrichment materials), and too little money to support inservice activities and student services.

Perhaps the State Director of Adult Education, USOE could work with the Society of Superintendents, the School Boards Association, and other agencies to strengthen their understanding of the role and purposes of Adult Education. Effort at the state level, accompanied by continuing effort at the district level, to explicate the role of adult education and show how it benefits other educational efforts may serve to strengthen the interest in and support for Adult Education.

The roles and relationships of adult education, vocational education, ATCs and other agencies offering basic literacy programs needs to be examined. Perhaps multiple programs for basic literacy are necessary. Unless the issue of who should take primary responsibility and how they should relate to other institutions are resolved it is probable that unnecessary overlaps in programs will occur and "turf battles" will weaken the overall effort.

A review of the financial and process issues associated with adult education programs in jails and prisons is needed. Several district directors of adult education mentioned their responsibilities associated with offering adult education programs to prisoners as being both expensive and as not having su~~e~~fficient staff to meet the need.

A review of inservice needs and delivery systems for adult educators is needed. No state institution provides a program specifically preparing adult educators for the unique requirements of educating adults. In addition, the districts generally do not provide inservice opportunities specifically oriented for adult education. Too little opportunity exists for new and continuing adult educators to sharpen their skills, broaden their understanding or deepen their sensitivity to the special needs of the adult education population of students. Providing inservice opportunities on a district or regional basis might increase its accessibility to the part-time adult education teachers, who appear to be a significant proportion of the instructor corps.

Consider creating a state-wide pool of teaching materials in languages other than English. Small districts could borrow material to provide appropriate curricula for the occasional student in their program who does not read or speak

English very well. Many of the rural sites indicated that they occasionally had a student who needed materials in a language other than English. Most districts did not have such materials. It does not appear cost effective for each district to try to meet such needs on their own. A state pool of such materials will make it easier to provide appropriate instruction. It will also be less expensive to have a few sets for use across many districts, rather than for each district to have one or two sets for their own use.

APPENDIX A

Adult Education Centers

Alpine
Beaver
Box Elder
Cache
Carbon
Daggett
Davis
Duchesne
Emery
Garfield
Grand
Granite
Iron
Jordan
Juab
Kane
Millard
Morgan
Nebo
North Sanpete
North Summit
Park City
Piute
Rich
San Juan
Sevier
South Sanpete
South Summit
Tintic
Tooele
Uintah
Wasatch
Washington
Wayne
Weber
Salt Lake
Ogden
Provo
Logan
Murray
State Prison
Central Utah Correctional Facility

APPENDIX B

Center Director Questionnaire

CENTER DIRECTOR QUESTIONNAIRE
UTAH STATE ADULT EDUCATION
EVALUATION FORM

Program: ____________________

Person Completing Form: (preferably program director) ____________________

Others involved: ____________________

Date: ____________________

In the space below provide a brief description of the adult education programs offered at this facility.

Instructions: Each section of this form identifies elements that may define an "ideal" local adult education program (such as Adult basic Education, English as a Second Language, GED, or Adult High School Completion.) Each element lists standards which programs would probably benefit from meeting. Please indicate with a check mark in the appropriate box whether your program needs improvement, meets the standard, or exceeds the standards listed for each element. To help us (the state evaluation team) to better understand your responses please provide a written comment for any element where the program fails to meet the standard (needs improvement), where the program exceeds the standard, or where a standard is judged not applicable.

ADMINISTRATION 1.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 1.1	The adult education program has a philosophy and goals for guiding program operations.					
Standard 1.1.1	Students, teachers, and administrators were involved in the development of the program's philosophy and goals.					
Standard 1.1.2	The conduct of the program is consistent with philosophy and goals.					
Element 1.2	The adult education administrator has a formal organizational structure for conducting the program.					
Standard 1.2.1	The administrator has a current chart depicting organizational structure and relationships among staff members and staff members have copies of the chart.					
Standard 1.2.2	A description of the duties and responsibilities of each adult education staff member is available.					

BEST COPY AVAILABLE

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 1.3	The qualifications and duties of staff are adult educational oriented.					
Standard 1.3.1	Staff have received training and/or certification in the area in which they teach.					
Standard 1.3.2	The duties of program staff are primarily limited to adult educational activities.					
Element 1.4	An appropriate level of administrative support services are provided by the institution.					
Standard 1.4.1	Clerical support is available for program usage.					
Standard 1.4.2	Support staff serves instructional, administrative, and student needs.					
Standard 1.4.3	Commitment to serving students deficient in basic skills is a goal of the organization's governing board and administration.					
Element 1.5	The program utilizes effective management practices.					
Standard 1.5.1	Criteria for employing program personnel are available upon request.					
Standard 1.5.2	Fiscal management practices are consistent with the state plan and program goals, the Adult Education Act and its rules and regulations.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 1.6	An adult education advisory committee has been established and periodic meetings are conducted.					
Standard 1.6.1	A list of advisory committee members and their affiliations is available.					
Standard 1.6.2	Advisory committee meetings are regularly conducted with supporting records and minutes available for examination.					
Standard 1.6.3	Advisory board membership includes representation from community groups that provide various services to nonliterate adults.					
Standard 1.6.4	Recommendations of Advisory Committee are carefully considered and are implemented when appropriate.					

PLANNING 2.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 2.1	The program administrator utilizes current community-wide demographic analyses for program planning.					
Standard 2.1.1	Information is available pertaining to the potential number of students, age groupings, sex, and ethnicity.					
Standard 2.1.2	Information is compiled and made available concerning other adult education programs in the community.					
Standard 2.1.3	Information relating to school dropouts and program leavers is utilized in planning or coordinating program activities.					
Standard 2.1.4	Information about the specific skills and knowledge needed for successful performance in the job presently available or needed for the future is disseminated to program staff and participants.					
Standard 2.1.5	Information from community and labor leaders is used in planning programs.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 2.2	A long range plan for adult education in the community has been developed and is reviewed and revised on a regular basis.					
Standard 2.2.1	A community needs assessment is used to provide a basis for the future direction of the program.					
Standard 2.2.2	The plan ensures the target population will be served in the present as well as in future program operations.					
Element 2.3	The adult education program has developed a plan which identifies goals and objectives, the implementation activities and the expected outcomes.					
Standard 2.3.1	The program plan is consistent with the identified philosophy.					
Standard 2.3.2	All programs have an accountability system involving standards which determine expected achievement.					
Standard 2.3.3	Objective statements describe measurable outcomes (i.e., products, program changes, student accomplishments.)					
Standard 2.3.4	The goals and objectives of the adult education program have been disseminated to staff.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Standard 2.3.5	Staff meetings are conducted with staff and faculty to provide information and discuss program issues relating to program goals and objectives.					
Standard 2.3.6	Program plan ensures educational access to the least-educated, most-in-need as defined in the adult education rules and regulations.					
Element 2.4	There is evidence that the program is achieving objectives.					
Standard 2.4.1	Achievement data are used to improve decision-making.					
Standard 2.4.2	Program achievements are disseminated to adult learners, counselors, advisors, and the community.					
Standard 2.4.3	The administrator reviews program achievements with higher level administrators.					

FACILITIES 3.0

	Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 3.1 **Instructional facilities are accessible to adult students.**					
Standard 3.1.1 **The program's main facility is located near the largest concentrations of the target population.**					
Standard 3.1.2 **Outreach programs serve students in areas with smaller concentrations of the target population.**					
Standard 3.1.3 **Facilities are accessible for handicapped and physically disabled students.**					
Standard 3.1.4 **Efforts are made to facilitate transportation in areas not served by public transportation.**					
Element 3.2 **Facilities are appropriate for adult education instruction.**					
Standard 3.2.1 **Space is available for intake, processing, and counseling.**					
Standard 3.2.2 **Adequate space is available for group and individual instruction.**					
Standard 3.2.3 **Work space is available for staff.**					
Standard 3.2.4 **Adequate storage space is available for instructional supplies and equipment.**					

	Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 3.3 Instructional facilities meet safety and health requirements.					
Standard 3.3.1 Physical environment is conducive to safety and health.					
Standard 3.3.2 Classroom furnishings and equipment are conducive to health, safety, and learning.					
Standard 3.3.3 Adequate lighting, ventilation, and temperature controls are found in classrooms and building.					
Standard 3.3.4 Restroom facilities for men and women are adequate and located reasonably close to the classroom area and have access for handicapped students.					

INSTRUCTION 4.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 4.1	Basic student instruction is provided through a number of educational components.					
Standard 4.1.1	Instruction is basic skills (i.e., reading, writing, computation, problem solving, etc.) is provided.					
Standard 4.1.2	Instruction in life-coping skills (i.e, consumer economics, occupational knowledge, health, community resources, government and law, etc.) is available.					
Standard 4.1.3	Instruction in English as a Second Language (include preliterate ESL) is provided to students in need.					
Standard 4.1.4	Instruction assures that students can apply basic skills in meaningful ways.					
Element 4.2	A variety of methods of instruction are available to help students achieve their goals.					
Standards 4.2.1	Individualized and group instruction are available.					
Standards 4.2.2	A variety of audiovisual aids are used when appropriate to the instruction.					
Standards 4.2.3	Computer-assisted instruction is available.					
Standards 4.2.4	Tutoring is available to students who need it.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 4.3	**Instructional materials are available to meet individual students needs.**					
Standard 4.3.1	**A wide variety of instructional materials are available in sufficient quantity for all students.**					
Standard 4.3.2	**Instructional materials are available to meet the needs of students at all program levels.**					
Standard 4.3.3	**Instructional materials are up-to-date, free of sex and cultural bias and bilingual/bicultural, if necessary.**					
Standard 4.3.4	**Special materials are available for handicapped students when required.**					

STAFF DEVELOPMENT 5.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 5.1	There is a plan for program and staff development.					
Standard 5.1.1	The findings of program evaluations are used to identify program development needs.					
Standard 5.1.2	A formal needs assessment is periodically conducted among staff and faculty to ascertain training needs and priorities.					
Standard 5.1.3	Student recommendations are considered when designing training programs.					
Element 5.2	Staff development activities are planned throughout the year to met diversified needs of faculty.					
Standard 5.2.1	Provisions are made for conducting an orientation and/or preservice training for newly appointed staff.					
Standard 5.2.2	Trends and developments in adult education programs are regularly disseminated and discussed with staff.					
Standard 5.2.3	Outside resource personnel are utilized as needed.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Standard 5.2.4	Local staff are provided opportunities to share their expertise, research findings, etc., at designated meetings.					
Standard 5.2.5	The institution budgets funds for staff development activates.					
Standard 5.2.6	Staff development activities are evaluated to determine effectiveness.					
Standard 5.2.7	Training is provided for full-time professional adult educators.					
Standard 5.2.8	Training is provided for minority educators.					
Standard 5.2.9	Training is provided for educators of adults with limited English proficiency.					
Standard 5.2.10	Teachers are trained to recognize and more effectively serve illiterate individuals with learning disabilities and individuals who have a reading ability below the fifth grade level.					

COMMUNITY AND PUBLIC RELATIONS 6.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 6.1	Community involvement and a public relations program are utilized in organizing and implementing the adult education program.					
Standard 6.1.1	Continuous information is provided to community based organizations, agencies, and other public service providers.					
Standard 6.1.2	Program information is regularly disseminated to the target population in the community through a variety of oral, written, and visual modes.					
Standard 6.1.3	Coordination of services and activities is evident from student referrals to and from the related service agencies.					
Standard 6.1.4	Guest speaking engagements, "Open House," and other types of public centered activities are conducted by program staff.					
Element 6.2	A community-wide recruitment program is set up to provide for program expansion and greater program access.					
Standard 6.2.1	From student feedback data, program administrator ascertains which recruitment methods have proven most successful among groups of participants.					
Standard 6.2.2	An analysis of student participation data is conducted to ascertain whether or not the target population is being recruited as projected.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 6.3	The adult education program actively participates in coordination activates with agencies and organizations serving adult populations.					
Standards 6.3.1	The program coordinates activities with other agencies to improve services such as day care, transportation, facility utilization, guidance, and job placement.					
Standard 6.3.2	Cooperative linkage with business and industry are in effect.					
Standard 6.3.3	Cooperative linkages exist with other state and federal programs providing employment services, job development, or vocational training.					
Standard 6.3.4	The Adult Education Director is active in expanding and strengthening partnerships.					
Standard 6.3.5	The Adult Education staff involve other public agencies in delivering educational services, as appropriate.					
Standard 6.3.6	The Adult Education staff share resources with other public agencies to maximize benefit to students.					

EVALUATION 7.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 7.1	The program provides for an evaluation component consisting of feedback from students regarding their perception of program effectiveness.					
Standard 7.1.1	Information is collected to determine how successful participants are "on the job".					
Standard 7.1.2	Information pertaining to reduced dependency upon welfare is collected.					
Standard 7.1.3	Information concerning students entering adult secondary or college programs is available.					
Standard 7.1.4	Information concerning students entering training programs such as vocational education and Jobs Training Partnership Act (JTPA) is available.					
Standard 7.1.5	Information describing the extent to which student course objectives have been met is available.					
Standard 7.1.6	Information is available to describe increased student proficiency in reading, writing, speaking, listening, computation and problem solving.					
Standard 7.1.7	Students have regular opportunities to provide feedback to teachers and counselors reflecting their perceptions of how effective the program has been for them.					
Standard 7.1.8	Information is collected from graduates and program leavers relating to the adequacy of instruction and their ability to pursue further education and training.					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 7.2	Feedback is obtained from groups, organizations, and related programs that have an interest in the continuation of specific adult education programs.					
Standard 7.2.1	Information from advisory committees or planning committees is obtained and utilized.					
Standard 7.2.2	Information is obtained from community and labor leaders regarding how Adult Education programs are succeeding in meeting the community and labor needs they have identified.					
Standard 7.2.3	Feedback is obtained from other organizations and related programs concerning coordination and referral services.					
Element 7.3	Instructors are involved in measuring program implementation and student progress.					
Standard 7.3.1	Instructors make regular assessments of students' progress and provide progress reports to students.					
Standard 7.3.2	Students are provided with a Basic Skills Performance Report as appropriate.					
Standard 7.3.3	There is evidence that instructors view assessment of student progress as an integral part of instruction/learning/application and as necessary to both student and course/instruction improvement.					

STUDENT SERVICES 8.0

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 8.1	Provisions for diagnostic and achievement testing are available for students.					
Standard 8.1.1	Placement assessment is conducted as appropriate at the time of initial student enrollment into the program.					
Standard 8.1.2	Initial assessment includes determining student learning needs and expectations.					
Standard 8.1.3	Diagnostic and achievement testing, including the GED test, is available or can be scheduled to accommodate program participants.					
Standard 8.1.4	Students have the opportunity to demonstrate subject matter proficiency through competency testing.					
Standard 8.1.5	Diagnostic and assessment testing is available for students with limited English and non-English speaking skills.					
Standard 8.1.6	Provisions for assessing and recording progress in completing student goals, objectives, or educational achievements are established.					
Standard 8.1.7	Student records consisting of test scores, progress reports and other essential information are maintained by the institution					

		Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 8.2	Guidance and counseling services are available to facilitate student growth, direction setting, accessing information, and decision making.					
Standard 8.2.1	Guidance and counseling are available to program participants.					
Standard 8.2.2	Agency referral services are made available upon request to facilitate problem solving (e.g. emergency food, shelter for abused women, legal services).					
Element 8.3	Information about supportive services are available for program participants.					
Standard 8.3.1	Information about child care services is made available by the program.					

FINANCE 9.0

	Exceeds Standards	Meets Standards	Needs to Improve	Not Applicable	Materials Reviewed, Observations, and Comments About Rating
Element 9.1 Financial resources are available to provide services.					
Standard 9.1.1 Students are served when requests are made (no waiting lists).					
Standard 9.1.2 There is evidence that the institution commits financial support beyond the required 10 percent federal requirement.					
Standard 9.1.3 The program has made efforts to acquire other financial/in-kind support such as grants, foundations, free classroom space for outreach, etc.					

APPENDIX C

Student Questionnaire

Each Adult Education center director was sent a copy of two different student questionnaires in 1993. Each questionnaire had been used in previous years to gather information about Adult Education students. Each questionnaire was viewed by the Utah State Director of Adult Education and Center Directors as having some strengths and some weaknesses. One questionnaire was very long, but yielded a great deal of information. The other questionnaire was shorter, but required students to answer open ended questions. Neither questionnaire was perceived to be total satisfactory for use next year.

Each center director was asked to review both questionnaires and to make comments about each individual question regarding how useful the information would be to them, and any problems the question may have. It was expected that the Center Directors would be more likely to anticipate and use the information from the student questionnaires for planning at their center if they had input into the design of the instrument.

There are significant challenges in designing a useful and functional questionnaire for Adult Education. It has to be appropriate for many types of adult students and meet the information needs of the different Adult Education Centers. The main issue is making the questionnaire short and simple enough for some adult education students while also making it complete enough to yield helpful information for planning by the Adult Education Center Directors. Some students in Adult Education are not functionally literate and others do not have proficient skills in reading or writing English; thus making simplicity an important factor to consider. Many Adult Education students also have full-time jobs and families. They do not want to spend a large amount of time to complete a questionnaire. The Adult Education centers need information that will allow them to more effectively help a larger proportion of the population that could benefit from their services.

The comments from all the Center Directors regarding both questionnaires were compiled. The major finding resulting from the compiled comments is that there is very little agreement across the Center Directors on which items should be included in a revised questionnaire and which should be jettisoned. The percent of Center Directors who responded that an item should be kept (and the percent showing it should be jettisoned) are shown for each item in the appendix.

The reason for having the Center Directors respond to the two previously used questionnaires was to design a new student questionnaire. It was intended that this new Student Questionnaire would be a great improvement over the last one because there was more input from Center Directors and their staff. However, because of the conflicting nature of the responses from the Center Directors, it is clear that more steps are needed before the goal will be met of creating a new student questionnaire which will yield the data the Center Directors and the state leaders need. Further refinement of the Student Questionnaire will be an ongoing project from year to year as Adult Education Centers grow and progress.

At this time several options for next steps can be presented. These are:

- The Utah State Director for Adult Education can make an executive decision based on the information from the Center Directors for each item regarding whether to include it.
- A committee of Center Directors can be established to review the information regarding each item and make recommendations on which items to include.
- The evaluation team can review the information for each item and make recommendations regarding which items to include.
- Further information can be collected from all the Center Directors by having them review the information for each item and suggest other changes. A process of consensus reaching (a modified Delphi Technique) can be implemented involving several rounds of review, voting, justification and finally, agreeing to support the majority position.

One of these actions, or some other alternative, needs to be employed to move toward finalizing the new student information questionnaire for use this next year.

APPENDIX D

Assessment of Present Testing Activities

Assessing the present testing activities of the Adult Education centers in the state of Utah has become an important issue in the last few years. As site visits for the evaluation of Adult Education in Utah have been conducted over the past two years, this issue was one of several which were addressed. Also, this year additional site visits were made specifically to assess what type of testing is taking place at other Adult Education centers than those which were involved in the general site visits.

In the 1991-92 report on Assessment of Present Testing Activities in Adult Education centers, the results of a questionnaire that was completed by the Center Directors of Utah Adult Education centers were presented. These data showed that there was little pattern to the testing programs across the state. In 1992-93 this topic was again addressed through the general site visits and additional site visits specifically for this purpose. It was again determined that the testing practices across sites in the state are greatly varied in terms of the tests used and the criteria for a passing score. This means that different types of tests, different criteria for passing scores are being used.

This is an important concern from an equity standpoint. Theoretically, a student could go to one Adult Education center, take a class and pass a test at a certain score. This same student could go to another Adult Education center, take the same class and not pass the test even though he received the same score. Thus the inequity; it depends on which Adult Education center a student attends as to what test and what score that student needs to obtain to pass the class and receive credit. This inequity has the potential to cause significant legal problems.

Past efforts to address these testing issues through illuminating them with data have not yet had an effect. A more direct approach toward solution appears needed. The evaluators recommend that direct action be taken. Possible actions include:

- Convening a conference, or a major session in a general conference, to discuss the need for coordination across centers in the tests given and the passing scores required to award credit in courses common across centers.
- Appointing a committee of Center Directors who have the charge to review the situation and make recommendations on how to resolve the inequity.
- Make an executive decision regarding which test (or tests) and which criterion level will be "state approved" for the courses common across centers.
- Contract with a measurement organization or expert (or a team of experts) to review the situation and make recommendations.

Regardless of which course of action is taken, the issue is likely to be seen as an effort by the state to interfere with the operation of local centers and school districts. However, the evaluators believe that some action is necessary to make the awarding of credit for common courses equitable across the state.

APPENDIX E

APPENDIX F

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UTAH STATE ADULT EDUCATION STUDENT QUESTIONNAIRE

1. What Adult Education Program(s) are you currently enrolled in now?

____

2. How did you FIRST learn about the adult education program(s)? (Mark only ONE answer)

___ Friend or neighbor
___ School or other education agency
___ Relatives
___ Newspaper
___ Social Services
___ Community based organizations (churches, neighborhood groups, etc.)
___ Vocational Rehabilitation (Rehab)
___ TV
___ State Job Service
___ Employer or private employment agency
___ Other guidance counselor
___ Brochure, pamphlet, or poster
___ Radio
___ Magazines
___ Probation or parole officer
___ Other

3. Participating in this adult education program will help you to: (Mark ALL answers that apply)

___ Get a job, get a new job
___ Earn your high school diploma
___ Be admitted to a community college or four-year university
___ Be admitted to a vocational or technical college
___ Learn English
___ Be prepared in case you later want to get a job or be admitted to an apprenticeship or educational institution
___ For your own personal enrichment
___ Get a salary increase
___ Earn your GED (General Education Development Test)
___ Be admitted to an apprenticeship or on-the-job training program
___ Keep your job
___ Get a job promotion
___ Enter the military
___ Become a US citizen
___ Other

4. About how long ago did you learn about THIS adult education program?
___ Within the last four weeks
___ Between 1 to 6 months ago
___ About 1 year ago
___ About 2 or 3 years ago
___ About 4 or 5 years ago
___ Over 5 years ago

5. About how long ago did you learn about the existence of ANY adult education program?
___ Within the last four weeks
___ Between 1 to 6 months ago
___ About 1 year ago
___ About 2 or 3 years ago
___ About 4 or 5 years ago
___ Over 5 years ago

6. What is your MOST IMPORTANT reason for participating in the adult education program?
___ Earn your high school diploma
___ Learn English
___ Get a job, get a new job
___ Be admitted to a community college or four-year university
___ For personal enrichment
___ Be admitted to a vocational or technical college
___ Be prepared in case you ever want to get a job or be admitted to an apprenticeship or educational institution
___ Keep your job
___ Earn you GED (General Education Development Test)
___ Get a salary increase
___ Be admitted to an apprenticeship or on-the-job training program
___ Enter the military
___ Become a US citizen
___ Get a job promotion
___ Other

7. Have you taken the GED test?
___ No
___ Yes

8. Are you aware that the GED test is available in both Spanish and English?
___ No
___ Yes

9. During the past 12 months, about how many WEEKS have you been enrolled in this adult education program? ___________

10. About how many HOURS per week do you typically spend in the classroom or in group meetings for this adult education program? ___________

11. About how many HOURS per week do you typically spend doing homework or other study activities for this adult education program? ____

12. During the last 12 months, about how much money have you spent for tuition, books, and other materials for classes in the adult education program? ___________

13. During the last 12 months, about how much money have you spent for child care and transportation to attend classes in the adult education program?
____

14. How many miles are the adult education classes from your HOME? _____

15. How many miles are the adult education classes from your WORK? _____

16. Would you prefer that the adult education classes be located closer to your work or home?
___ No preference
___ Closer to home
___ Closer to work

17. Which of the following methods of transportation do you use MOST OFTEN to go to adult education classes (Mark only ONE)
___ Your own car or motorcycle
___ Public transportation (bus, etc.)
___ Car or motorcycle owned by other family member
___ Walking or bicycle
___ Car or motorcycle owned by friend
___ Taxi

18. Where would you MOST like adult education classes to be offered in your local community (Mark only ONE)
___ Public school
___ Technical or vocational school
___ Community college
___ Four-year university
___ Work site
___ Church
___ Library
___ Other

19. How useful is your present adult education program in preparing you for entry level job training or in helping you get a job or in keeping your current job?

___ Extremely useful
___ Very useful
___ Useful
___ Not very useful
___ Not related to my employment or employability

20. Which ONE of the following would have made it easier for you to participate in our adult education program? (Mark ONLY the most important ONE)

___ More or better announcements about the availability of programs in your area
___ Having paid time off work
___ Providing transportation to and from the education center
___ Providing child care for your children while you go to class
___ Scheduling the classes at a different TIME
___ Scheduling the classes at a different LOCATION
___ Other

21. Who, if anyone, encouraged you to take adult education classes (Mark ALL that apply)

___ Other family members
___ Others (friends, teachers, etc.)
___ No one
___ Spouse
___ Social Services
___ Job Service
___ Employer
___ Vocational Rehabilitation
___ Minister or other spiritual counselor

22. Have you recommended this adult education program to others who have not completed high school or who lack basic English language, reading or math skills?

___ Yes
___ No, but I WOULD recommend the adult education program
___ No, and I WOULD NOT recommend the adult education program

23. If English is not your native language, were your adult education classes also available in your native language (Mark only ONE)

___ English is my native language
___ No
___ Yes

24. Has anyone in your family enrolled in adult education classes in the past 12 months? (Mark ALL that apply)

___ None
___ Sister(s)
___ Mother
___ Other relatives (aunts, uncles, grandparents, etc.)
___ Brother(s)
___ Father

25. Has anyone in your family taken the GED Test in the past 12 months? (Mark ALL that apply)

___ None
___ Sister(s)
___ Brother(s)
___ Other relatives (aunts, uncles, grandparents, etc.)
___ Mother
___ Father

26. What are your educational plans for the next 12 months? (Mark ALL that apply)

___ Earn your high school diploma
___ Earn your GED
___ Study at a technical or vocational school
___ I have no immediate educational plans
___ Study at a four year college or university
___ Receive on-the-job training
___ Study at a community or junior college
___ Other

27. What are your employment plans for the next 12 months? (Mark only ONE)

___ Get a job (now unemployed)
___ Stay with your employer, doing the same job
___ I have no immediate employment plans
___ Change employers, working at a better job
___ Start your own business
___ Stay with your employer, but in a better job
___ Other

28. What RECENT CHANGES have happened to you which effect how you view yourself or your plans for the future? (Mark ALL that apply)

___ INCREASED AWARENESS about adult education (for example, learning about classes which could help you earn your high school degree)
___ CAREER CHANGES (such as, starting a new job, adjusting to current job requirements, looking for a job because of unemployment, or looking for a better job)
___ FAMILY LIFE CHANGES (recently married or divorced, children no longer at home, family moved to new location, illness or death of a family member, retirement of spouse)
___ CITIZENSHIP (wanting to become a US citizen, becoming a US citizen)
___ MORE FREE TIME (reduction in number of hours working has resulted in more time to prepare for or to take the GED Test)
___ PERSONAL HEALTH CHANGES (recently became physically disabled or recovered from illness)
___ Other

29. Hard work is more important for success than good luck.

___ Strongly agree
___ Agree
___ Disagree
___ Strongly disagree

30. Every time I try to get ahead, something or someone stops me.

___ Strongly agree
___ Agree
___ Disagree
___ Strongly disagree

31. I have as much of a chance to be successful in life an anyone else.

___ Strongly agree
___ Agree
___ Disagree
___ Strongly disagree

32. I often feel that is it very easy to learn new material.

___ Strongly agree
___ Agree
___ Disagree
___ Strongly disagree

33. I would have done better in school if the teachers had gone more slowly while teaching.
___ Strongly agree
___ Agree
___ Disagree
___ Strongly disagree

34. What is your native or most preferred language?
___ English
___ Spanish
___ Asian
___ European
___ Other ______________________ PLEASE SPECIFY

35. Give a descriptive title of your current or most recently-held PRIMARY job (full-time or part-time)
___ Service (food handling, maid, secretary, etc.)
___ I have never worked
___ Manufacturing
___ Agriculture, forestry, mineral extraction
___ Construction
___ Sales
___ Transportation (driver, trucking, etc.)
___ Technical (programming, dental technician, etc.)
___ Managerial, proprietor
___ Military
___ Other

36. What is your CURRENT employment status? (Mark only ONE)
___ Employed full-time FOR PAY
___ Employed part-time FOR PAY
___ Unemployed but seeking employment
___ Unemployed and not seeking employment
___ Retired, not employed
___ Employed full-time BUT NOT FOR PAY (such as, volunteer worker, homemaker, etc.)
___ Employed part-time, BUT NOT FOR PAY (such as , volunteer worker)

37. What is your age? ______________

38. What is your sex?
___ Female
___ Male

39. What is your marital status?

___ Single, never married
___ Currently married
___ Divorced
___ Separated
___ Widowed

40. What is your racial or ethnic background? (Mark only ONE)

___ White
___ Hispanic
___ Asian
___ Black
___ American Indian
___ Pacific Islander
___ Alaskan Native
___ Other
___ I prefer not to answer

41. What is your birthplace?

___ Utah
___ Another state in the US
___ Southeast Asia (Cambodia, Laos, Vietnam, etc.)
___ South America (Brazil, etc.)
___ Europe, Great Britain
___ Mexico
___ Central America (Guatemala, Honduras, Nicaragua, etc.)
___ Caribbean (Puerto Rico, etc.)
___ Canada
___ Other country

42. What is the highest grade level you completed in school? (Mark only ONE)

___ 5th or less
___ 6th
___ 7th
___ 8th
___ 9th
___ 10th
___ 11th
___ 12th
___ Higher than 12th

43. What age were you when you left school? ______________

44. What grades did you typically receive while in school? (Mark only ONE)
___ Mostly A
___ Half A and half B
___ Mostly B
___ Half B and half C
___ Mostly C
___ Half C and half D
___ Mostly D
___ Mostly below D

45. Have you ever been denied a job, or admission to an education or training program because you did not: (Mark ALL that apply)
___ Not applicable to me
___ Have a high school diploma
___ Have a GED certificate
___ Understand English very well
___ Have basic reading, writing, and math skills

46. If you left school before earning a high school diploma, mark the reasons why you left. (Mark ALL that apply)
___ Not interested in school
___ Poor grades in school
___ Family needed financial help
___ Pregnancy
___ Problems with teachers
___ To take a job
___ School work too difficult
___ Peer pressure
___ Marriage
___ Personal/family illness
___ Problems with alcohol
___ Family wanted me to leave school
___ Moved too often
___ Problems with drugs
___ Transportation difficulties
___ Difficulties understanding the language
___ To enter armed forces
___ Other
___ I finished high school

47. Which of the following statements describes your experience with other students before leaving school? (Mark ALL that apply)

___ I had many friends
___ I had a small group of friends
___ I did not get along with other students
___ Many students' attitudes toward me were negative and made me feel very uncomfortable
___ I had no friends
___ None of the above apply to me

48. Which of the following statements best describes your experience with administrators (for example, the teachers, counselors, and principals) before leaving school? (Mark only ONE)

___ It was a good experience. I got along well with MOST administrators.
___ It was a fair experience. I got along well with SOME administrators, but did not get along at all with others.
___ It was not a good experience. I did not get along well with MOST administrators.
___ I cannot remember what type of experience I had with administrators while in school.

49. How many hours do you typically spend per week watching TV? Put 0 hours if you do not typically spend any time watching TV. ________

50. How many hours do you typically spend per week in reading anything at home? ________________

51. Which of the following materials do you read at least once per week? (Mark ALL that apply)

___ Newspapers--Which sections?
    ___ Local news
    ___ National news
    ___ Comics
    ___ Entertainment/TV/arts
    ___ Sports
    ___ Foods
    ___ Editorials
    ___ Travel
___ Books
___ Magazines
___ Journals
___ Manuals
___ I don't usually read any of these

52. How many hours do you typically spend per week in listening to the radio? ____

53. If you listen to the radio, what type of station do you listen to? (Mark ALL that apply)

___ Rock and Roll
___ Popular music
___ Country and Western
___ Easy listening
___ News
___ Spanish
___ Talk radio
___ Jazz
___ Other language (not Spanish)
___ Other
___ I don't listen to radio

54. What kinds of writing do you typically do during a year? (Mark ALL that apply)

___ Personal letters
___ Diary or journal
___ Creative writing
___ Short business documents (letters, memos, orders, etc.)
___ Long business documents (reports, instructions,etc.)
___ Other
___ I don't do much writing

55. How often do you write something during a year?

___ Never or only a few times a year
___ About once a month
___ About once a week
___ About 3-5 times a week
___ Daily

56. Total number of adults 18 years and older (including yourself) living with you?

____

57. Total number of children 17 years and younger living with you? __________

58. Are you the head of your household?

___ No
___ Yes

59. Do you have a valid Utah's driver's license?

___ Yes
___ No

60. Have you encouraged other people to STAY IN SCHOOL?
___ Yes
___ No
___ Not applicable

61. What is the approximate amount of your annual household income? Count income from all sources. (Optional question)
___ $5,000 or less
___ $5,001 to $10,000
___ $10,001 to $15,000
___ $15,001 to $20,000
___ $20,001 to $25,000
___ $25,001 to $30,000
___ $30,001 to $35,001
___ $35,001 to $40,000
___ $40,001 or more
___ I prefer not to say

62. What are the sources of your household income? (Mark ALL that apply)
___ Job or self employed
___ Public assistance (welfare, AFDC, disability, other)
___ Savings
___ Spouse's job
___ Alimony or child support payments from former spouse
___ Social security
___ No household income
___ Other retirement
___ Job training work experience program
___ Unemployment compensation
___ Veterans Assistance (VA)
___ Other source

63. Are you registered to vote in Utah?
___ No
___ Yes

64. What do you find MOST enjoyable about your participation in the adult education program (for example, meeting other people, teacher, time away from home)?

65. What do you find LEAST enjoyable about your participation in the adult education program (for example, the distance to/from the center, meeting time, etc.)?

66. Do you have any suggestions for IMPROVING SERVICES for future students who participate in an adult education program in Utah?

67. Do you have any suggestions for getting MORE PEOPLE TO PARTICIPATE in the adult education program in Utah?

68. Thank you for answering these questions. We may wish to contact you again within the next 18 months to learn more about your experience with the adult education program. We will do so, however, only if you check "Yes", and give your address below. (You will be contacted only once.)

___ No
___ Yes

Address ______________________________
____
____

ADULT EDUCATION STUDENT QUESTIONNAIRE

To the Adult Education Student,

Please fill out this survey as completely as you can. This information will help local and state programs to improve adult education offerings for you and other students. If you prefer not to answer any question simply leave it blank.

Thank You

1. What is your gender?

____ Male
____ Female

2. What is your marital status?

____ single, never married
____ currently married
____ separated
____ divorced
____ widowed
____ other ______________________ (please specify)

3. What is your racial or ethnic background?

____ American Indian
____ Asian
____ Black
____ Hispanic
____ Pacific Islander
____ White
____ Other ______________ (please specify)

4. What is your native or most preferred language?

____ English
____ Spanish
____ Other __________ (please specify)

5. What is your current employment status?

_____ Employed full-time FOR PAY
_____ Employed part-time FOR PAY
_____ Unemployed but seeking employment
_____ Unemployed and not seeking employment
_____ Retired
_____ Employed full-time but NOT FOR PAY
_____ Employed part-time but NOT FOR PAY

6. What is the highest grade level you completed in school?

_____ 5th grade or less
_____ 6th grade
_____ 7th grade
_____ 8th grade
_____ 9th grade
_____ 10th grade
_____ 11th grade
_____ 12th grade
_____ Higher than 12th grade

7. Are you the head of your household?

_____ Yes
_____ No

8. What are your educational plans for the next 12 months?

9. What are you employment plans for the next 12 months?

10. What adult education programs or courses are you enrolled in now? Please list all.

11. What is your most important reason for participating in the adult education program?

12. How useful are your present adult education program or courses in preparing you for entry-level job training or in helping you get an entry level job or in keeping your current job?

____ Extremely useful
____ Very useful
____ Useful
____ Not very useful
____ Not related to job training or my current empolyment

13. What do you find most enjoyable about your participation in the adult education program?

14. What do you find least enjoyable about your participation in the adult education program?

15. Do you have any suggestions for improving courses and/or services for future students who participate in an adult education program?

16. Please list any suggestions you have for encouraging more people to participate in adult education programs in Utah?

17. Have you taken the GED Test?

____ Yes
____ No

If Yes, did the adult education program help you to prepare for taking the GED Test?

____ Yes
____ No

18. Are you aware that the GED Test is available in both Spanish and English?

____ Yes
____ No

APPENDIX G

Responses to Both Versions of the Student Questionnaires

Most of the center directors did not make any comment on the 1992-93 Student Questionnaire (pink). The comments that were made varied and had no particular pattern. More center directors made comments on the Student Questionnaire for 1991-92 (green). The following table indicates how many center directors, for each question, indicated that question should be included in the Student Questionnaire for 1993-94.

Question #, # of directors who want to include it	Question #, # of directors who want to include it	Question #, # of directors who want to include it	Question #, # of directors who want to include it
1,9	18,9	35,9	52,7
2,11	19,11	36,10	53,7
3,9	20,10	37,10	54,10
4,7	21,11	38,9	55,9
5,5	22,12	39,8	56,6
6,12	23,9	40,8	57,7
7,11	24,8	41,5	58,9
8,9	25,7	42,12	59,9
9,9	26,11	43,10	60,8
10,10	27,11	44,7	61,8
11,11	28,10	45,9	62,10
12,7	29,6	46,10	63,9
13,10	30,5	47,8	64,12
14,8	31,6	48,8	65,12
15,6	32,8	49,6	66,12
16,7	33,7	50,9	67,10
17,9	34,11	51,9	68,9